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ABSTRACT

The document provides information on the Lexington School for the Deaf inservice training project, COTTA (Community Oriented Teacher Training for Adolescents), which stresses techniques for working with severely handicapped/hearing impaired (SH/HI) adolescents in a community based, urban environment, teacher/counselor model. Part I contains an overview of the training program with sections describing the National Training Consortium and the COTTA Project, including charts which outline input, process, and output of the various COTTA components. Sections in Part II on the direct service program address the following areas: the Secondary Individualized Learning Center (which is based on the teaching of independent living skills and prework skills to SH/HI students), viewpoints of the teacher/counselor, program administration, staff roles, intake and admission criteria, parents, ancillary personnel, and the general intake process. Among appendixes are sample forms and checklists. (SBH)

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SEVERELY HANDICAPPED/HEARING IMPAIRED COMMUNITY ORIENTED TEACHER TRAINING FOR ADOLESCENTS

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Welcome to the Lexington School for the Deaf, New York. We hope that your week of training will be profitable and enjoyable. This manual contains information on the training program and direct service model you will be observing during this week. If you have any questions, please do not hesitate to ask. We are anxious to assist you in any way we can.

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SH/HI C.O.T.T.A. is one of five projects funded by B.E.H., and coordinated by Teaching Research, a division of the Oregon State System of Higher Education. Project centers are located in Kansas, New York, Oregon, Texas and Wisconsin.

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DEFINITIONS

C.O.T.T.A...Community Oriented Teacher Training for Adolescents - one of six in-service training projects funded by B.E.H. and coordinated by Teaching Research, a division of the Oregon State System of Higher Education. Project centers are located in Kansas, New York, Oregon, Texas and Wisconsin.

S.I.L.C..... Secondary Individualized Learning Center - an alternative educational program for non-academically oriented multiply handicapped secondary students at Lexington. It comprises the direct service component of the training program.

SH/HI.....Severely Handicapped/Hearing Impaired - is the term which will be used to indicate the type of student served by S.I.L.C., as well as the student group which is the focus of the training model. Realize that the term implies a continuum of handicapping conditions and is used in its broadest sense.

T/C.....Teacher/Counselor - describes the teaching role and philosophy within the S.I.L.C. department and the C.O.T.T.A. project.

I.A.....Instructional Assistant - is the second "teacher" in the class. Generally, this is an individual with a college degree and/or extensive experience with adolescents. The I.A. is also expected to function in a teacher/counselor role. The term "teacher" will be used in most instances to include the instructional assistant as well.

Trainee.....Trainees - are teachers/supervisors with two or more years of experience working with the hearing impaired population. Those who meet training criteria will be selected to participate in the in-service program.

Guidelines for nonsexist language:

The authors are convinced of the need to eliminate sexist language from professional literature. Therefore, in writing this training packet, we have attempted to refrain from using he, she, him, her or the recent he/she combination. As much as possible we have followed the "Guidelines for Nonsexist Language in APA Journals", 1978. The occasional awkward sentence structure which results is a small price to pay for this less biased writing.

TRAINING PROGRAM OVERVIEW

The National Training Consortium

In 1975, the Bureau of Education for the Handicapped (B.E.H.) funded a 3-year project which was designed to develop model programs and training sites related to the education of the severely handicapped/hearing impaired population. Dr. Victor Baldwin of Teaching Research in Monmouth, Oregon headed the project and was mandated to: 1) identify key professionals in the field of deaf education and mental retardation who were involved in programming for this population; 2) develop model programs for this group, and 3) begin in-service training activities at these selected sites by the third year (1978-79).

The results of these mandates was the creation of the national training consortium which is comprised of six centers throughout the country. The major emphasis of each of these centers is to service and develop programs for the SH/HI individual using the knowledge and expertise that is available. Each center is unique in that the particular age served is dependent upon the needs of the locale and the population. In addition, the philosophy and strategies employed are as diverse as the professionals who staff them. The consortium meets quarterly to compare approaches, discuss issues of concern (e.g. assessment, implementation, etc.), and develop more effective strategies for working with this severely impaired group by pooling knowledge and resources.

Although the uniqueness of each center is preserved, certain guidelines are followed by all consortium participants in that: 1) a model program exists for which a curriculum and educational philosophy profile have been developed and 2) a system of accountability has been designed both to record student progress and meet training objectives. The SH/HI consortium directors and centers offering in-service training are as follows:

Kansas University Medical Center, Kansas City, Kansas
Dr. June Miller, Director
Program: SH/HI pre-schoolers

Lexington School for the Deaf, N.Y., N.Y.
Dr. Leo Connor, Director
Program: 13-21 year old SH/HI adolescents/community based

Texas School for the Deaf, Austin, Texas
Dr. Virgil Flathouse, Director
Program: 14-21 year old SH/HI adolescents/institutionalized

Madison Metropolitan School District and
the University of Wisconsin-Madison
Dr. Lee J. Gruenwald and Dr. Dave Yoder, Co-Directors
Program: reject public school model for SH/HI students

Teaching Research, Monmouth, Oregon
Dr. Victor Baldwin, Director
Program: 9-12 year old SH/HI students/classroom model

The C. O. T. T. A. Project

The in-service training project, COTTA, located at Lexington School for the Deaf, stresses techniques for working with SH/HI adolescents in a community based, urban environment, teacher/counselor model. Trainees are provided with exposure to varying disabilities, community programs and a variety of professionals (e.g. OVR counselors, social workers, etc.) working with this 13-21 year old age group. Specific skills are taught in the areas of task analysis, counseling and curriculum development. It is felt that these are crucial compentencies for teachers/supervisors who are involved with this group. Opportunities for direct "hands on" experiences with students, job analysis, and community assessmentare also structured into the training modules.

The overall training is process oriented with an emphasis on problem solving. There exists in the field of special education an overabundance of content and "cook book" formulas which need to be assimilated into working models. Rather than "reinvent the wheel", the training week is viewed as a time to evaluate content in order to expand or develop programs for this population at the "home" site and beyond. While specific skills will be taught, the majority of the time will be spent sharing ideas and problems with other professionals in the hope of improving upon programming for these students. It is a week for sitting back and taking the time to reevaluate program/student goals and objectives. This is possible during a concentrated week away from the "home school" where constant interruptions and classroom crisises can be avoided. Therefore, it is important to stress that this in-service week is seen only as a beginning, not as an end to updating teacher/supervisor skills in being able to effectively work with the severely handicapped/hearing impaired adolescent.

Trainees. Initially, in-service training is offered to teachers/supervisors who have had experience working with the deaf population. Minimum experience is felt to be essential before attempting alternative and less traditional programs with this group. In addition, this is an in-service, not a pre-service training program. Therefore, trainees are viewed as professionals, competent in their own right who are coming to expand upon their skills and knowledge. In the Fall of 1978, recruitment was targeted toward teachers of the deaf within the northeastern section of the country (e.g., New Jersey, New York, Mass, etc.). However, in the near future, training is also anticipated to include

working with professionals from the fields of mental retardation, and other areas who need information regarding techniques for working with the hearing impaired student. Only five trainees will be selected for each training week.

Training. Training occurs within a one week time frame (Monday-Friday). It is based at the Lexington School for the Deaf including "hands on" experiences with students being conducted within the Lexington direct service model - S. I. L. C. However, training also is conducted "on-site" at Federation Employment and Guidance Services and Roosevelt Hospital in New York. The training program consists of six basic modules:

1. Basic Course Work

   This unit is broken into two sections: readings and observations. They are designed to complement each other as well as provide a firm base for the remaining modules. Trainees will be exposed to agencies, evaluation procedures and the SILC program. The aim of this section is to provide a background knowledge of the SH/HI population along with basic counseling, task analysis and curriculum techniques.

2. Skills and Methods

   This unit is designed to provide a basic working competency in curriculum development and counseling skills for this population. Based on knowledge gathered in the basic course work section, and further developed through seminars, this section will give trainees a working knowledge in the aforementioned areas. It is not expected that completion of this module will make someone competent as a system analyst or therapist. It is expected that trainees will develop sufficient skills to enable them to try out some elementary techniques when they return to their "home" sites.

3. Hands On Activities

   This unit enables trainees to try out some of the skills they are learning. Time will be spent with SILC teachers and students in and out of the classroom.

4. Seminars

   Seminars will be of two types: one to discuss the problem and issues raised in the hands on activities section; and the other to further develop the knowledge gained in the skills and methods module. There will also be time set aside for discussion of any related topics of interest to trainees.

5. Implementation Concerns

The purpose of this module is to assist trainees in developing ways to use what they have learned when they return to their "home" sites. Topic areas to be covered include: methodology, and resources. This unit will use the trainees "home" site as the basis of the learning experience.

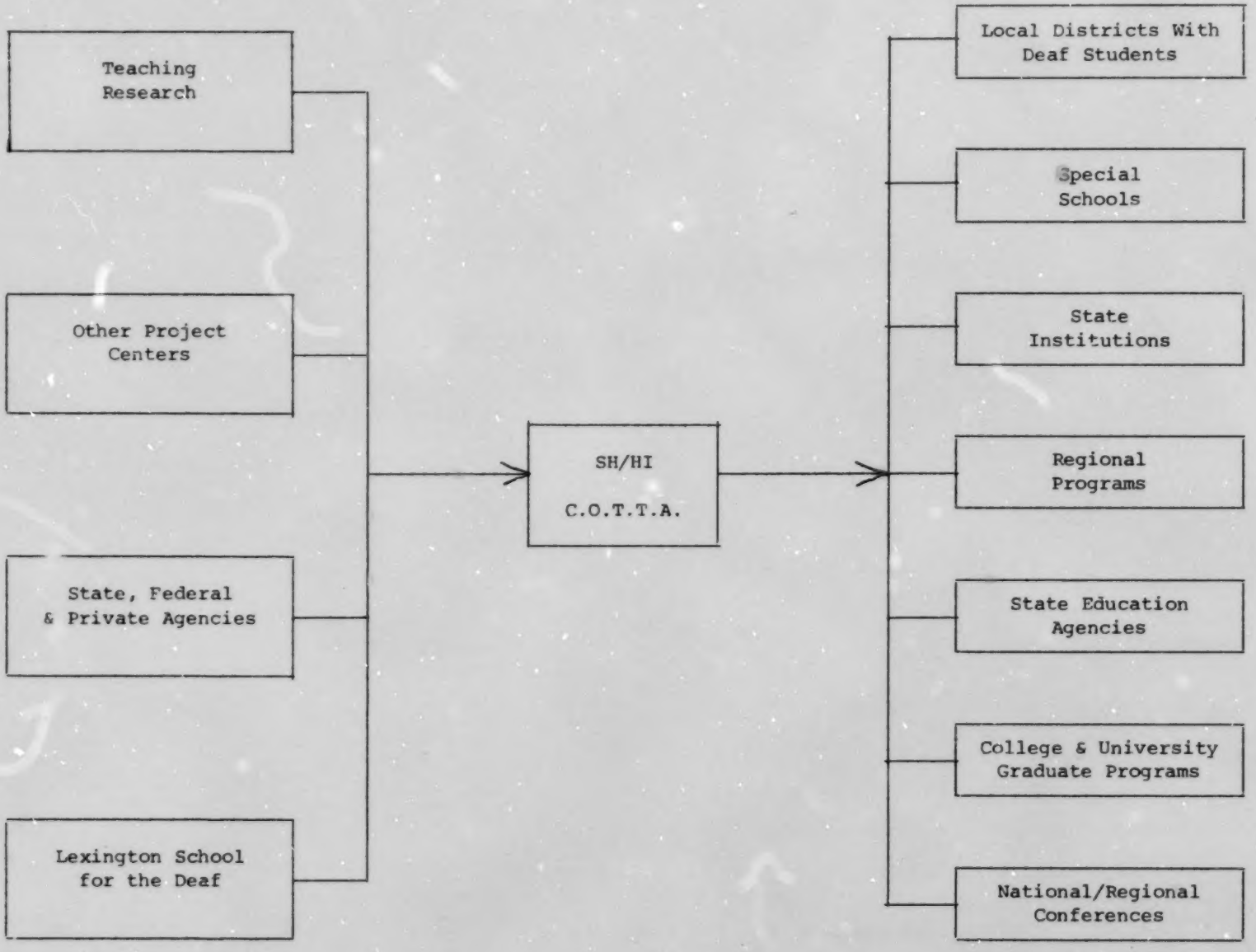
6. Trainee Supervision

Trainees will meet on a daily basis with COTTA training staff to discuss training activities. In addition, trainees will meet with supervisors in various modules to provide feedback on various skills.

In designing the training activities, the S.I.L.C. program was assessed in terms of organizational/teacher components comprising the model. These components were then broken down into Inputs, Processes and Outputs (I.P.O.). Further information regarding this format which is used in writing B.E.H. and other federal grants can be found in the Appendix. The following pages of I.P.O.s are included as a further explanation of the training process.

Project Name SH/HI COTTA

Network Level I



Name of Project SH/HI COTTA/LEXINGTON Design Level I Page 1

Component Name _____ Component Number _____

INPUT	PROCESS	OUTPUT
FUNDING Training and staff: BEH/DPP (90%) Demonstration Classes and Staff: Lexington (100%). STAFF Training: Project Director One Model Program Based Training Coordinator One Field Based Training Coordinator One Half-time Secretary Educational/Vocational Specialists Lexington Cooperating Teachers Advisory Committee: Project Director Asst. Executive Director Educational Director Direct Service Supervisor Research Director Project Coordinator	The Severely Handicapped/Hearing Impaired Community Oriented Teacher Training for Adolescents (SH/HI COTTA) project is designed to train school personnel in the skills and knowledge essential to meeting the needs of the changing deaf population now entering the educational system, and to aid in the development and implementation of alternative programs. The model demonstration program is the Secondary Individualized Learning Center (SILC) located at Lexington School for the Deaf, New York. SH/HI COTTA is a member of the national consortium coordinated by Teaching Research, and maintains contact with other sites affiliated with this network. In addition, it is cooperating with the consortium component based at Roosevelt Hospital, and the Office of Vocational Rehabilitation in order to meet training objectives. The project is geared toward three major training areas: 1) model program based training 2) field based training 3) dissemination and recruitment Model program based training provides for intensive skill and knowledge acquisition at Lexington School for the Deaf and in the surrounding community. Field based training occurs at the trainee's "home" site following successful completion of the initial training week. Dissemination and recruitment is an ongoing process which provides for in-service at a more general and/or screening level.	The SH/HI COTTA project will: .Train personnel to work with SH/HI adolescents in a community based program. .Train personnel to modify traditional secondary educational programs for SH/HI adolescents. .Train and assist personnel to implement new programs for this population. .Disseminate information regarding the educational programming for the SH/HI adolescent.

Name of Project SH/HI COTTA/LEXINGTON Design Level 1 Page 2

Component Name _____ Component Number _____

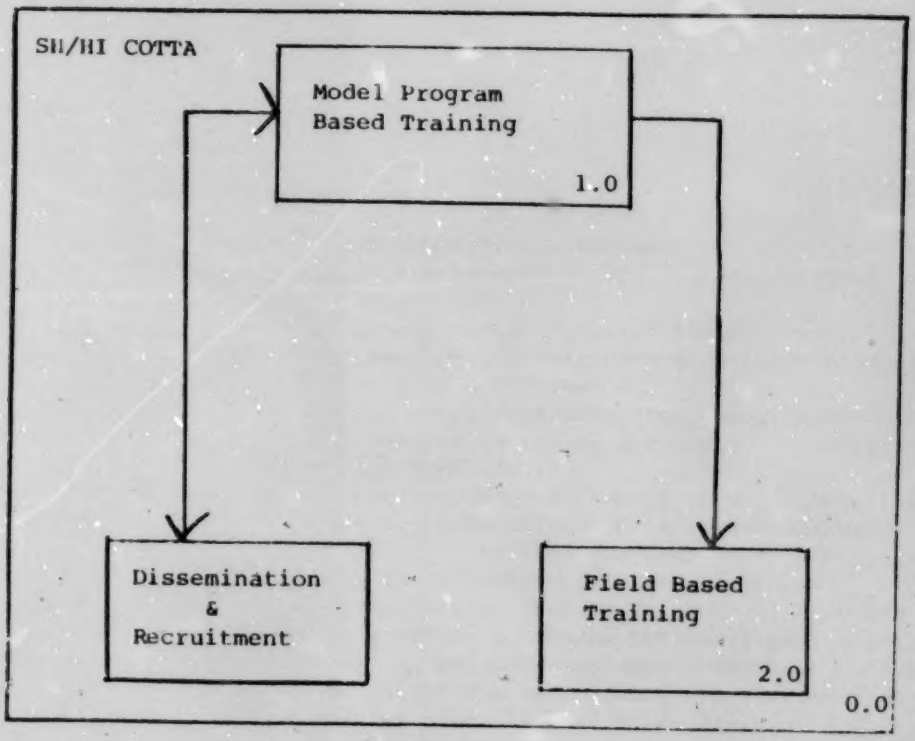
INPUT	PROCESS	OUTPUT
Demonstration classes and staff: 12 teachers 12 instructional assistants 1 direct service supervisor Audiologist (20%) Psychologist (10%) Social Worker (25%) Work Study Coordinator (50%) Rehabilitation Counselor (33%) Secretary (20%) FACILITIES: 12 classrooms 3 office/conference rooms New York City community Private/Public agencies Training Materials Supplies and equipment LIAISON: Teaching Research personnel Other SH/HI model centers BEH/DPP Office of Vocational Rehabilitation State Education Agency Lexington School for the Deaf programs and staff (e.g. SILC, teacher training group, etc.) (continued)		

Name of Project SH/HI COTTA/LEXINGTON Design Level 1 Page 3 ∞

Component Name _____ Component Number _____

INPUT	PROCESS	OUTPUT
RECEPTORS: Personnel at: Public schools with SH/HI students Private special ed. schools State institutions Private institutions State education agencies Local education agencies Graduate programs National/Regional Conferences		

Project Name _____ Network Level _____



Name of Project SH/HI COTTA/LEXINGTON Design Level II Page 1.

Component Name MODEL PROGRAM TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
STAFF: 1 MODEL PROGRAM BASED TRAINING COORDINATOR (100%) 1 HALF TIME SECRETARY COOPERATING TEACHERS EDUCATIONAL/VOCATIONAL SPECIALISTS FACILITIES: 12 CLASSROOMS SILC STUDENTS CONFERENCE ROOM AGENCY SITE TRAINING SUPPLIES AND EQUIPMENT MODULE MATERIALS TRAINEES MEETING CRITERIA OF : 2 YEARS EXPERIENCE WITH THE DEAF; SATISFACTORY COMPLETION OF SCREENING TESTS AND ADMINISTRATIVE AGREEMENTS	1.0 Model Program Training The SH/HI model program based training will occur during a 1 week time frame at Lexington School for the Deaf and surrounding communities. It is designed to expose personnel to a working model and assist them in gaining competencies necessary to program for the population. Specifically, it provides for: 1) skill acquisition in curriculum development, counseling techniques and community/job assessment. 2) exposure to recent legislation effecting the SH/HI students; and community resources available to them. 3) "hands on" experiences with SH/HI students in curriculum planning and assessment techniques. 4) guided discussion and planning related to implementation concerns	The model program training component will: ·provide teachers of the SH/HI adolescent with an overview of an alternative program. ·provide teachers of the SH/HI adolescent with skills in: curriculum development, counseling techniques and community/job assessment; ·provide teachers with an initial guide toward implementing/modifying programs for this group. ·provide teachers with new perceptions about stereotypes and prejudices regarding this group

Name of Project SH/HI COTTA - LEXINGTON Design Level II Page 2

Component Name FIELD BASED TRAINING Component Number 2.0

INPUT	PROCESS	OUTPUT
STAFF: 1 Field Based Training Coordinator. Educational-Vocational Specialists. (per diem basis) FACILITIES: Trainee "home" site program field based training packets, supplies and equipment. Trainees who have successfully completed model training based program (1.0).	2.0 Field Based Training The field based training program is designed to extend the skills gained during 1.0 into the "home" site of the trainee. It provides for a minimum of two site visits by staff following initial training (1.0) in order to: 1) identify the needs of the program at the "home" site; 2) plan appropriate changes with personnel "on site"; and 3) provide necessary consultant services (e.g., job development, curriculum planning, in-servicing with specific skill areas, etc.) in order to implement changes. The extent of field based training done at each site is dependent upon program needs and monies available.	The Field Based Training program will: .provide trainees who have completed the model training program with technical assistance and support in modifying or implementing new programs at "home". .provide follow-up information with regard to the success of the model training program (1.0) in order to increase its effects on a long term basis. .assist trainees in refining skills gained during the model training week (1.0). .result in program implementation and/or changes beneficial to SH/HI adolescents.

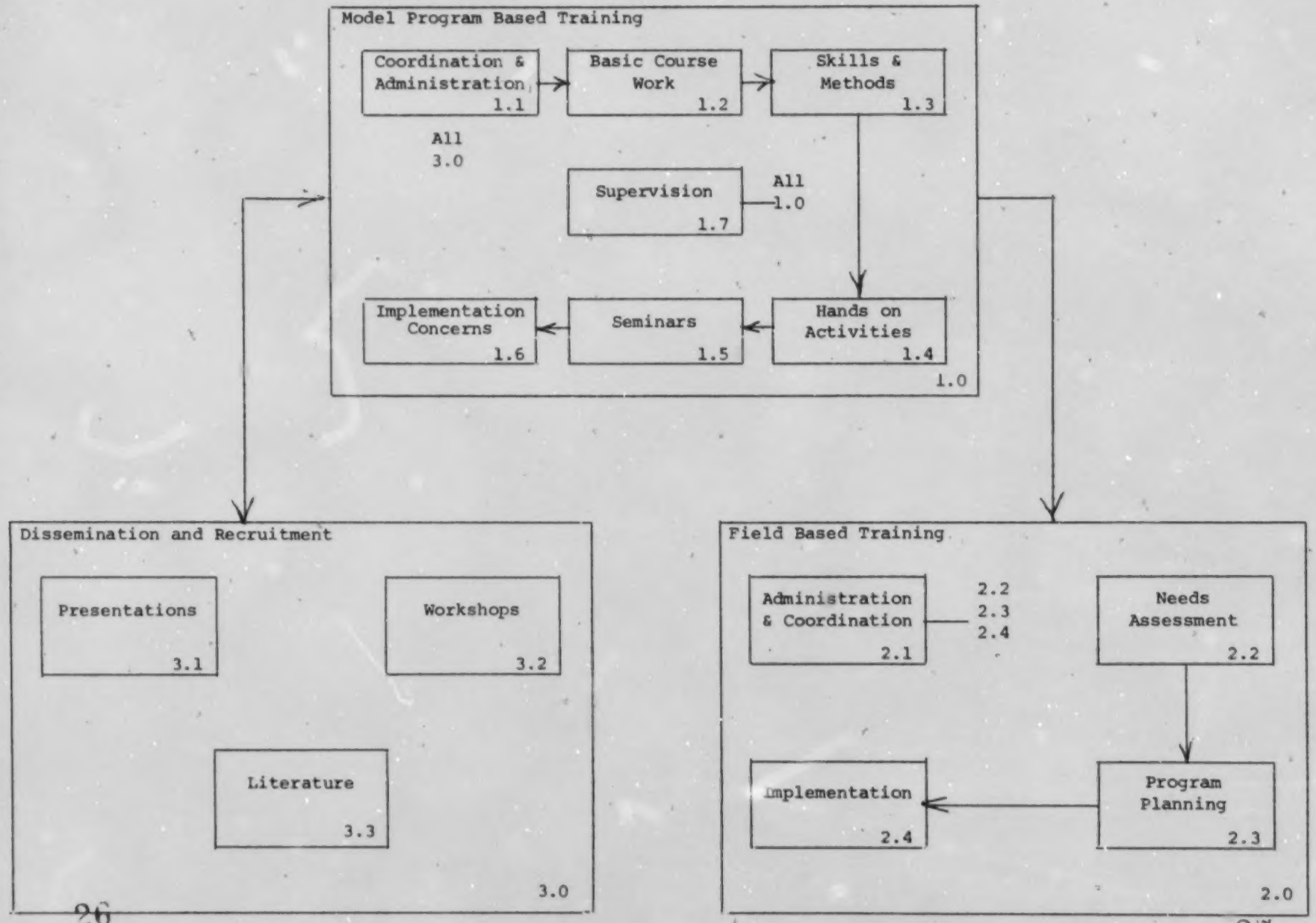
Name of Project SH/HI COTTA Design Level II Page 3

Component Name DISSEMINATION AND RECRUITMENT Component Number 3.0

INPUT	PROCESS	OUTPUT
STAFF Project Director Training Coordinators Educational/Vocational Specialists Lexington Cooperating Teachers Dissemination and recruitment materials, supplies and equipment. OUTREACH AGENTS Professional organizations, (e.g. CEC, A.G.Bell, AAESPH, NYSAED, NAD, etc.). Private/public schools. Local/State Education Agencies. Graduate school programs. Office of Vocational Rehabilitation.	3.0 Dissemination and Recruitment The Dissemination and Recruitment module is on-going and addresses these major concerns: 1) in-service of professionals who need specific skills in order to more effectively work with the SH/HI adolescent. Updating sessions are of a 1-2 day nature in limited areas (e.g. counseling, job development, etc.). 2) dissemination of information gained in working with this population within a conference presentation or journal format; and 3) recruitment and screening of potential trainees for the model training based program (1.0).	.Disseminate information regarding the education of the SH/HI adolescents. .Provide professionals with skills in specific areas on a limited basis. .Screen professionals for admission into model program based training (1.0).

Project Name SH/HI COTTA

Network Level III



Name of Project SH/HI COTTA Design Level III Page 1

Component Name MODEL PROGRAM BASED TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
.Teachers/Administrators -demonstrated need for training through screeing processes. -experience working with the deaf. . Two Training Coordinators (100%) . In-house advisory committee. . Consultants from federal funding agencies (e.g. BEH) and other network projects.	1.1 Training Coordination and Administration Selection will be based on teachers/administrators having experience working with the deaf. A pre-test will be given prior to acceptance in the training program to determine admittance level. If they meet initial pre-criteria, alternative training programs can be designed. Training coordinators will schedule and monitor all training activities. In-house advisory and consultants will provide feedback and general approval in terms of program objectives and directions.	. Five individuals selected for each training week. . Successful meeting of training goals as set by federal regulations (e.g. BEH) . Efficient operation of training program as measured by training staff and trainees.

Name of Project SH/HI COTTA Design Level III Page 2

Component Name MODEL PROGRAM BASED TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
· Selected teachers/ Administrators · Classrooms, conference rooms · Access to agencies/centers working with the handicapped · Specialist in varying disability areas (1) · Specialist in federal/private agencies (1) · Specialist in general special ed. trends and laws (1) · Specialist in health education (1)	1.2 Basic Course Work Trainees will be involved in approximately 10 hours of basic course work throughout the week. This module is divided into 2 sections: reading and observations. Readings will be assigned either prior to training or scheduled for evening work. A limited number of general presentations will be made during training times (i.e. 8:30-5:00). The majority of course work will be in terms of site visits to various centers, attendance at SILC staff meetings or general observations of teachers working with students in simulated or "natural" settings.	· Trainees will become familiar with a wide range of disability areas. · Trainees will attain a knowledge competency level in basic laws and regulations · Trainees will become familiar with a range of educational programming · Trainees will develop an understanding of philosophy and objectives as set by this direct service model (e.g. counseling, independent living, etc.) · Trainees will attain a knowledge competency level in basic health concerns

Name of Project SH/HI COTTA Design Level III Page 3

Component Name MODEL PROGRAM BASED TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
· Skills and Methods modules (3) · Trainees who have met criteria on Readings component in basic course work module (1.2) · Instructional materials (AV, slides, etc.) · Specialist in assessment techniques (1) · Specialist in counseling techniques (1) · Curriculum/Language specialist (1)	1.3 Skills and Methods During the week, trainees will be involved in approximately 8 hours of skill and methods modules. These are designed to provide competency in task analysis, counseling and curriculum development. Skill areas will be taught using the SH/HI adolescent as the type of age group and disability. Skill areas will not be taught sequentially, but simultaneously, with hierarchical levels specified within each. All skill areas will have criteria levels of performance which must be met by the end of the week.	·Trainees will: ·have reached criteria level in task analysis component ·demonstrated ability to develop curriculum modules for this population ·demonstrate appropriate counseling skills

Name of Project SH/HI COTTA Design Level III Page 4

Component Name MODEL PROGRAM BASED TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
Trainees who have completed specific Skills and Methods component (1.3) Availability of individual students to work with. Community and jobs for observation. Cooperating Teachers (3-5) Training coordinator (1) Instructional materials and classrooms Ongoing Seminars (1.5)	1.4 Hands on Activities Trainees are involved in approximately 10 hours of "hands on" experiences. These include: Working with individual students. Visiting students at job sites. Participating in a community assessment. Trying out actual work samples and evaluation procedures. Trainees will be supervised by the Cooperating Teachers "on-site" and provided with feedback by training staff.	Trainees are provided with the opportunity to apply skill gained in modules (1.3) and (1.2) Trainees gain experience in skill areas as related to implementation at "home site". Trainees will produce an adequate community assessment.

Name of Project SH/HI COTTA Design Level III Page 5

Component Name MODEL PROGRAM BASED TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
Trainees who have met criteria in Skills and Methods section (1.3). Training staff (2) Curriculum Room Ongoing Hands On Module (1.4) Specialists in varying areas (e.g. counseling, etc.).	1.5 Seminars Trainees having met criteria in the Skills and Methods module (1.3) will be involved in approximately 9 hours of seminar work. The Seminar module is divided into sections: Special Areas and Practice Problems and Methods. Special Area seminars will include further discussion of counseling techniques, curriculum development, etc. The other section will be devoted to discussions of "hands on" activities and work with individual teachers or agencies. Training staff will be primarily responsible for the conducting of seminars with consultants brought in as needed.	Trainees will have an opportunity to discuss: -problems and issues encountered during "hands on" sessions; -implications of teaching strategies with this popula- in various settings; -integration of learned concepts in own sites. Trainees will demonstrate further knowledge in: -job/community assessment analysis; -curriculum development; -program planning.

Name of Project SH/HI COTTA Design Level III Page 6

Component Name MODEL PROGRAM BASED TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
· Trainees will have completed: -modules 1.2, 1.3, 1.4, 1.5. · Training staff (2) Specialist on adminstration of programs (1) · Information brought by trainees on "home" sites · Instructional and resource materials · Screening material on trainee background and "home" sites Model program based Training Coordinator Field based Training Coordinator	1.6 Implementation Concerns After completing the majority of training components successfully, trainees will engage in a 4 hour implementation module. This includes discussion on: administration and politics, methodology and resources. Time will be spent with coordinators on an individual and group basis problem solving individual site problems and implementation concerns. Training staff and consultants will be involved in these sessions.	Trainees will: ·have a written assessment of their program at home; ·have identified areas for implementing techniques; ·have a knowledge of resources available to them in general

Name of Project SH/HI COTTA Design Level _____ Page 7

Component Name MODEL PROGRAM BASED TRAINING Component Number 1.0

INPUT	PROCESS	OUTPUT
· Selected trainees · Training staff (2) · Liaison with site visit personnel · Trainee participation in modules: 1.2, 1.3, 1.5, 1.6 · Other specialists in areas · Lexington Cooperating Teachers	1.7 Trainee Supervision Throughout the week of training, trainee's progress will be monitored both formally and informally by training staff, specialists and cooperating teachers. The majority of progress will be charted by the training staff. A formal assessment will be made at the end of the week of training via a pre-post test and trainee evaluation form.	·Trainees receive guidance and feedback throughout the training week. ·Records are kept on trainee performance for distribution to trainee and for updating program.

SILC MODEL OVERVIEW

Lexington School for the Deaf, New York, is a non-profit, State supported special school servicing students who are deaf, from birth - 21 years of age in a variety of educational settings (e.g., nursery, self-contained classrooms, vestibule classes, etc.). The overall philosophy of the school is one of assisting deaf students to become a part of the community in which they live and will have to function in, in the future (Connor, 1976). In addition to educational personnel, students receive direct service from other full-time Lexington staff in: Health Services, Mental Health, Speech and Hearing, and from specialists in curriculum, vocational planning and research.

In October, 1974, at the request of the New York State Education Department, Lexington initiated a program for severely handicapped/hearing impaired (SH/HI) students between 13-21 years of age. These students were identified as being unable to function academically on a full-time basis within the academic parameters in operation at the secondary school. Deafness, compounded with learning problems, slow adaptability to a traditional high school curriculum, multiple physical handicaps (e.g., cerebral palsy, etc.), or lack of educational exposure due to institutionalization or neglect, characterized the target population of students needing service.

The program that emerged became known as the Secondary Individualized Learning Center (SILC), which was initially two self-contained classrooms with an emphasis of remedial programming for these students. However, as more students of a SH/HI nature began to enter the SILC program, it became clear that their needs demanded more than an academic remediation approach. In the summer of 1976, a pilot work program was initiated for SILC students. The success of this project spurred further development of a work-oriented, community based program on a full-time basis throughout the year.

In 1976, the SILC program began developing an educational philosophy which was based on the teaching of independent living skills for survival in an urban environment. The curriculum now emphasizes pre-work skills, development of functional communication and job readiness. It also prepares students for increased skills in independent living (e.g., shopping, managing money, etc.), whether it be in an apartment, group home or with their family. The classroom serves only as "home base" with some individual and group work being conducted on various levels in order to develop skills in the curriculum areas. However, the program is primarily community oriented with work and skill activities being programmed in the more natural settings where they occur. For example, the teaching of money skills occurs both in classroom activities as well as in operating a coffee cart or in providing a lunch ordering service for staff. Further explanation

of the SILC curriculum can be found in the SILC manual entitled: A Curriculum Guide for Atypical Deaf Adolescents, 1978. However, copies of the curriculum checklists for the independent living and work skills can be found in the Appendix along with the current SILC report care and IEP.

The SILC Philosophy

The SILC model provides a viable educational alternative for students who would otherwise remain in an institution or at home. Through the development of interpersonal relationships and appropriate work/study experiences, we will assist teenagers in developing and attaining realistic goals. In general, the underlying premises upon which the SILC model operates are as follows:

1) Each student must be seen as an individual with unique problems and needs. Although special education is based on servicing the individual rather than the group, it is an even more critical consideration when working with the more severely disabled adolescent. There are general principles and facts that can be learned and applied which are the same for each student. However, the very nature of SH/HI and adolescence implies a complex and multi-faceted individual which a teacher must discover.

2) The needs of the SH/HI secondary student encompass a broad spectrum of areas. Vocational training for this age group of students is not a new conception. However, too often it has been limited to mere skill development for a specific job without concern for the broader development (i.e., career education) of the SH/HI individual. Recent legislation (e.g., PL 94-142, Section 504, etc.) has stressed the need for more long range educational planning requiring a life skills orientation (NARC, 1977). Therefore, the SILC curriculum attempts to encompass this

broader educational philosophy for these students. (See: Curriculum)

3) Learning for these students must occur in more natural settings. The SILC program, while training beginning skills primarily in a classroom or simulated work environment, attempts to structure the majority of learning activities in their "natural" setting (e.g., on-the-job, on a train, in a kitchen, etc.). There is a growing trend, especially with this population, to extend the classroom into the community (Certo and Swetlick, 1976; Certo, Brown, et al, 1977). Not only does it provide abundant educational experiences, but it is sometimes the only way this type of student will be able to learn and process information (i.e., in a more meaningful and experientially-oriented environment).

4) The role of the teacher is expanded within this model. The teacher and instructional assistant in the SILC model are more than mere "information providers". Working in the community with business and agencies, translating students' needs and skills to non-educational personnel, and assisting students to reach adequate skill and personal growth levels, has demonstrated the need for the SILC teacher to assume a teacher/counselor role. Thus, the SILC model requires this role for all educational personnel whose job is to facilitate the total growth of these students. (See: Teacher/Counselor Overview).

5) The SILC model operates as a center. Although there are ten classrooms designated within the SILC model, they do not function as self-contained entities. Teachers are responsible for individualized programming for students assigned to their class; however, student supervision and training may occur with any of the teachers or assistants depending upon expertise and scheduling. Members of the SILC team are generally familiar with all students in the program on some level.

6) Coordination and scheduling are critical factors for successful teaching. One of the most important factors in maintaining the optimal functioning of this program is coordination of teachers and students within reasonable time frames. Unlike the traditional 8:30 a.m. to 3:00 p.m. school schedule, teachers working within this community based model must be adaptable to scheduling that meets the needs of the situation (e.g., travel training to a job beginning at 7:00 a.m., meeting a supervisor at 4:00 p.m., etc.). The usual "prep period" and 1-hour lunch are often pre-empted for a counseling crisis or preparation of a lunch unit. Attempts are made to schedule in "comp" time. However, an "esprit de corps" philosophy is an essential element in adapting this model. There is no place for an isolated or inflexible classroom teacher within this approach.

7) Admission to the program is based upon whether the individual student will be able to attain some degree of independent living skills given the opportunity. Representatives from the regular secondary Lexington program and the SILC program evaluate students to determine educational

direction. If determination is of a non-academic direction, further evaluation is done within the SILC program. As an independent living program, SILC accepts any adolescent, regardless of degree of handicap, if it is felt by SILC personnel that upon completion of the program, the student will be able to function and live in an independent or semi-independent way.

8) The model operates within a special school program, with SILC utilizing all the resources available within Lexington (e.g., audiology, curriculum specialists, etc.). Development of a program for SH/HI adolescents within an elementary and secondary school provides easy access for integration of students in appropriate areas (e.g., typing classes, art, etc.), where needed. Students who can achieve certain levels of competence are provided with alternatives that would not be easily achieved in a more segregated environment. Location in a school also provides opportunities for contact with less handicapped peers and vice versa. In addition, jobs within the school (e.g., maintenance, delivery, clerical, etc.) provide opportunities for an initial work experience in a structured and non-threatening environment.

9) Community location is an important component in the development of this model. The curriculum and training elements are based on accessibility to natural settings for implementation (e.g., transportation system, food stores, etc.). The major goal of the program is to provide students with "real" experiences in traveling and independent living. The SILC program is located within walking distance of a shopping mall, with accessibility to a bus and subway system and a business community. (See: Physical layout) Designing a program of this nature must take these factors into account.

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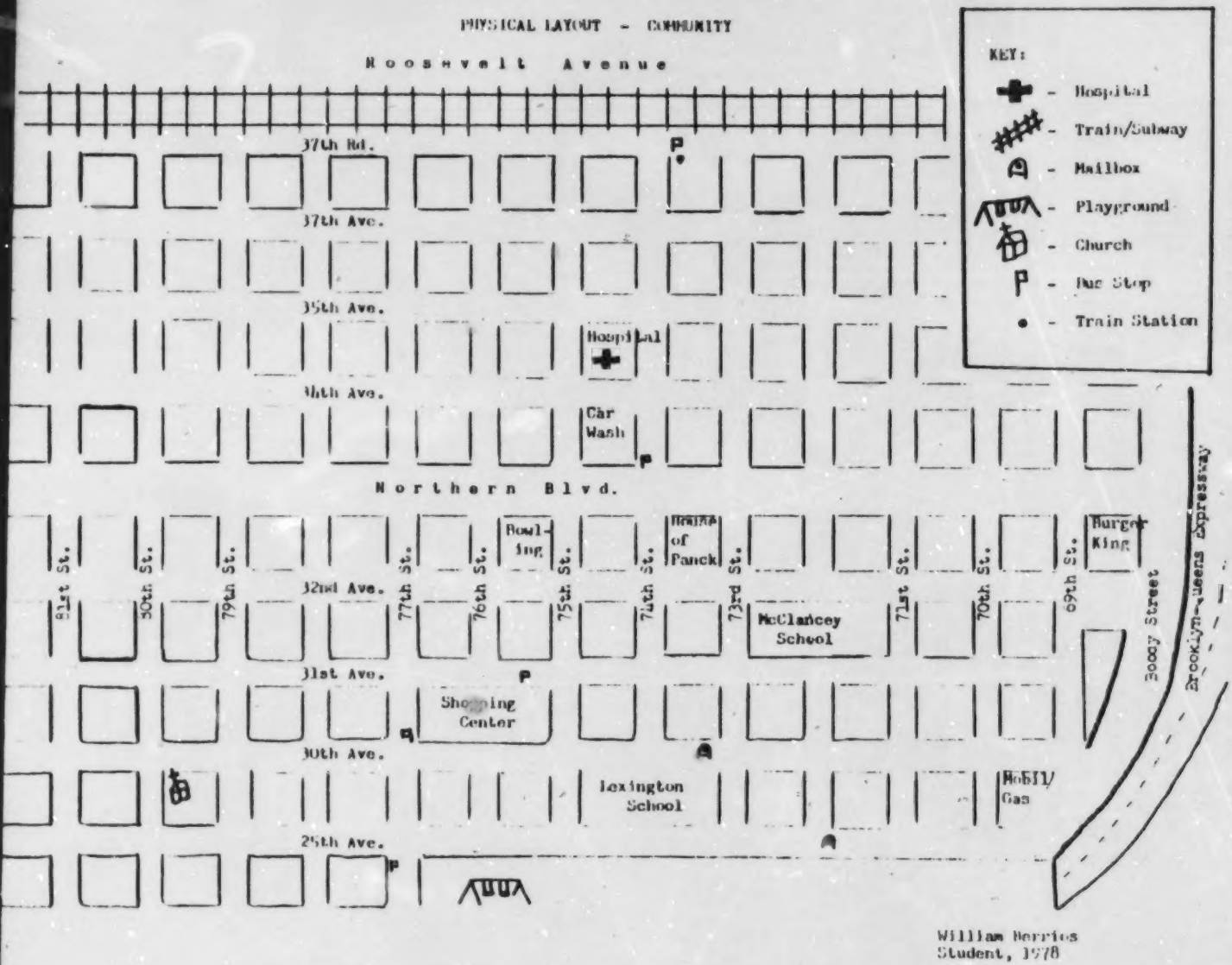

William Berrios
Student, 1978

THE TEACHER/COUNSELOR OVERVIEW

ABOUT SCHOOL

He always wanted to explain things, but no one cared.
So, he drew.
Sometimes, he would just draw and it wasn't anything.
He wanted to carve it in stone or write it in the sky
and the things inside him that needed saying.
And it was after that that he drew the picture.
It was a beautiful picture.
He kept it under his pillow and would let no one see it.
And he would look at it every night and think about it.
And it was all of him and he loved it.
Then he started school, he brought it with him. Not to show
to anyone, but just to have it with him like a friend.
It was funny about school...
He sat in a square brown desk like all the other
square brown desks and he thought it would be
red. And his room was a square brown room like all
the other rooms. And it was tight, and close. And stiff.
He hated to hold the pencil and chalk, with his arm
stiff and his feet flat on the floor, stiff, with the
teacher watching and watching. The teacher came and
spoke to him. She told him to wear a tie like all the
other boys. He said he didn't like them and she said
it didn't matter. After that he drew.
And he drew all yellow and it was the way he felt
about morning and it was beautiful.
The teacher came and smiled at him.
What's this, she said, why don't
you draw something like Ken's drawing?
Isn't it beautiful?
After that his mother bought him a tie
and he always drew airplanes and rockets
like everyone else. And he threw the
old picture away. And when he lay out
alone looking at the sky, it was big
and blue, and all of everything but
he wasn't anymore. He was square and
brown inside and his hands were stiff.
And he was like everyone else.
All the things inside him that
needed saying didn't need it any-
more.
It had stopped pushing. It was
crushed
Stiff
like
everything else.

Poem taken from the Handicapped Child in the Regular Classroom by Gearhard and Weishan, 1973.

To call a teacher a teacher/counselor might sound like a radical approach to education. How could a teacher act as a disciplinarian and counselor at the same time? Why should a teacher take valuable time from "teaching" and waste it just "talking" to a student? There are not enough hours in the day now to teach what the students must learn. In addition, what good is conseling with SH/HI students? Anyhow, can someone really be a teacher and a counselor, and get either job done well?

While it is rare that experts in the varying psychological/sociological disciplines agree, there is concensus that adolescence is a very difficult period (for adults as well as children). How much more difficult for the handicapped or multi-handicapped individual is staggering to imagine. Without taking into consideration and dealing with the emotional/attitudinal aspects of the severely handicapped/hearing impaired student, a program is not truly preparing that person for life or the world of work.

In the SILC program, while the specifics of the program are different for each student, the overall goal is the same: independent living at the highest level possible. (See: SILC Overview). This includes providing basic educational skills along with work values, attitudes and the building of self-worth. Experts in the field of career education regard self-concept as a major component in the process of making a vocational choice (Super, 1953; Holland, 1966). Much of the recent literature indicates the need to help individuals become familiar with and integrate the values of work into their personal value system (Budhe et al, 1972).

The process of educating these special students has been described as being specifically built around the problems encountered by the handicapped hearing impaired in order to bring about the "vocational adjustment" of the student. Vocational adjustment is only one part of a life skills curriculum. Severely handicapped/hearing impaired adolescents, especially those with an institutional or "street" background, need help in developing a feeling of worth. All too often they have experienced failure as a way of life, and are unwilling to venture into the world of independent living. Both they and their families need to be convinced that the students have the desire and capability to live outside of an institution, and additionally, hold down some type of job. For this reason, many of the problems experienced by the students at home and with their friends are considered reasonable areas of concern as part of the regular educational programs.

Given that the goal of SILC is the education of the total person, it follows that the teacher is responsible for that training or preparation. This results in a teacher-counselor (T/C) role. In SILC, the teacher is not expected to be a teacher and a counselor, but rather to teach as a counselor. The T/C is not expected to be an analyst, therapist or have an in-depth knowledge of psychopathology. A mental health department is available for long term therapy, as well as consultation regarding daily living crises. What the T/C becomes is someone who assists or facilitates

the student in interpreting facts which relate to a choice or plan, so that the student can make a decision (Smith, 1955). The T/C model is used to help the students become aware of themselves, as well as the way they respond to the environment in which they live. This aids them in establishing personal goals and values which will hopefully become part of their personal value system (Blocher, 1966).

The T/C model developed in SILC is similar in many ways to the model of "Teacher Effectiveness Training" (Gordon, 1974). Both models emphasize the need for active listening, problem solving and an open mind. Especially with SH/HI adolescents, it is necessary to listen carefully and to check on what you think you heard. Too frequently, answers are offered by the teacher before the student has even had a chance to share the "real" problem. It is essential that in terms of counseling, the T/C role be seen as helping students to make their own decisions, not helping students by making their decisions.

The teacher/counselor model used by SILC seems to facilitate the achievement of higher levels of independent living skills and the development of successful pre-work attitudes and abilities for these students. If a teacher is working with a group of well-adjusted, average intelligent, non-handicapped students, it may be that counseling is not as important as algebra and Shakespeare. Therefore, a T/C model is unnecessary. However, with the 13-21 year old SH/HI population, the T/C model is not only a possible alternative, it may well be the only alternative.

"SOME ARE BORN COUNSELORS;
SOME ACHIEVE COUNSELING;
AND SOME HAVE COUNSELING
THRUST UPON THEM."

(Tyler, 1969)

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PROGRAM ADMINISTRATION

Administratively, the Secondary Individualized Learning Center operates in a non-traditional manner. Scheduling and staff assignments are not standardized across the department, but are based on individual curriculum and student needs. Although there are ten classrooms, each with an assigned teacher and instructional assistant (IA), their function is more similar to resource rooms than high school classes. Each teacher and IA is assigned primary responsibility for six or seven students. This includes writing the IEPs, parental contact, and the majority of the in-school teaching.

The difference between SILC and academic or remedial programs becomes apparent almost at a glance. On any given day, one half to three quarters of the students along with 4 or 5 teachers will not be around. Neither the teacher nor the students are "cutting", rather they are involved with the major portions of the program: the independent living and work curriculums. For example, three students may be working at the library, another with a florist while still another is on the subway with a teacher. Students at work are observed on a regular basis by the teacher assigned to that job site.

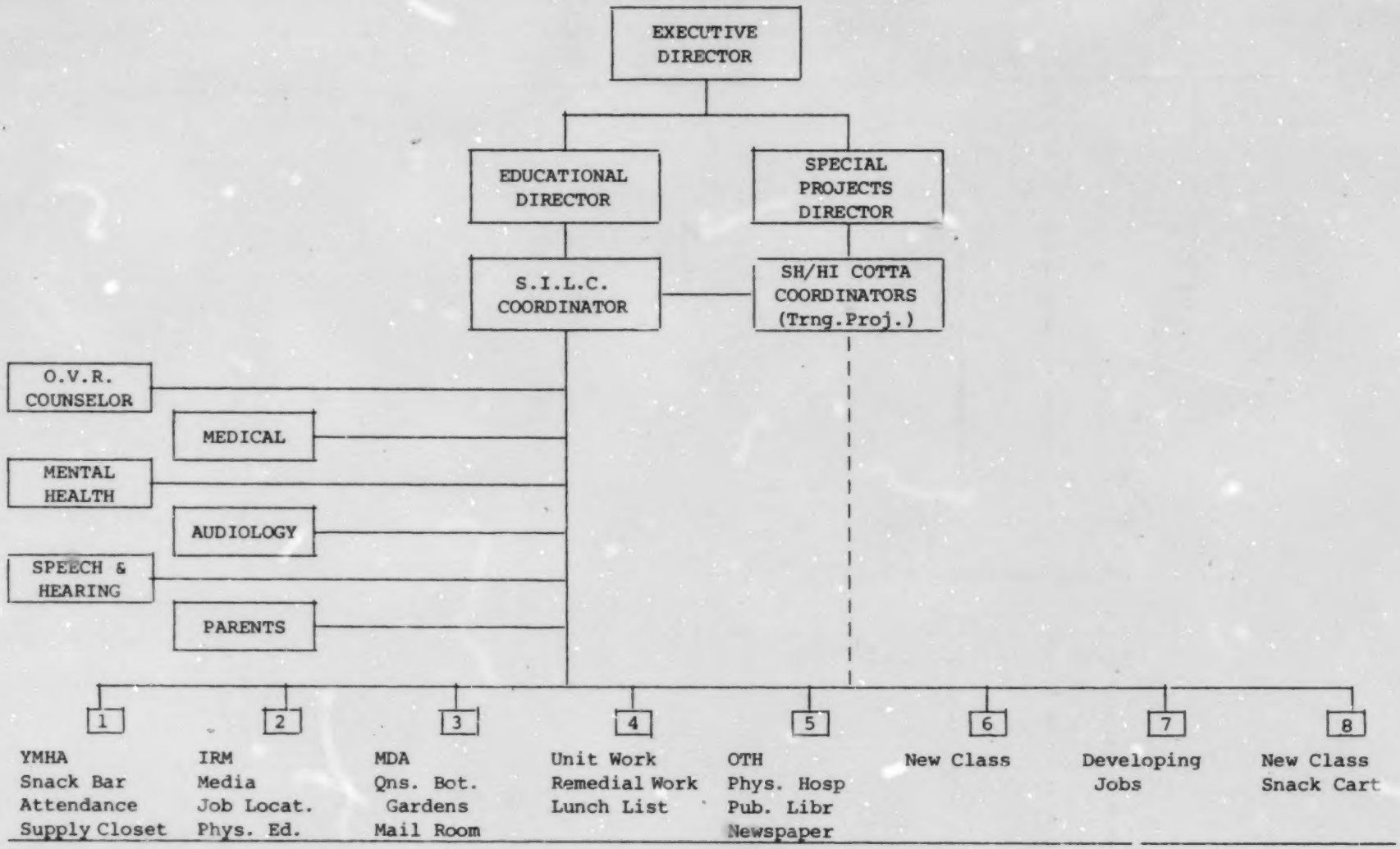
A community job placement might contain from one to four students from different classes. Since business people prefer to deal with only one contact person, each teacher is responsible for two or three job sites and each of the students working there. The supervising teacher then communicates with the primary classroom teacher, modifying the curriculum as needed. The introduction of a full-time job developer has relieved some of this responsibility from the teacher in terms of job scheduling or set-up. However, this is dependent upon the particular job and business contact.

Table 1 provides an overview of the SILC department and its various components. The numbers 1-8 each represent a teacher and an instructional assistant, while the activities connected to them are indicative of the various teacher assignments (e.g., supervision on jobs, etc.). The list of activities across the bottom of the page are those which all students and teachers are involved in throughout the term. Table 2 illustrates how the program can be viewed in terms of one student. As can be seen, many different activities are available. However, only those pertinent to the student's overall goals are selected for programming purposes. Therefore, each student's activities are different.

Jobs for students (i.e., voluntary and paid) are located in a number of ways. Volunteer slots are often created by the staff, such as gathering attendance lists, taking lunch orders, etc. Paying jobs are solicited in the local (near school or the student's home) community. These jobs are found by teachers in general, along with those located by the SILC teacher designated as the job developer. Additionally, the OVR counselor at Lexington and the high school job developer occasionally find jobs as well. Further information on the work curriculum can be found in the curriculum guide developed by the SILC staff.

TABLE 1

SILC ORGANIZATION

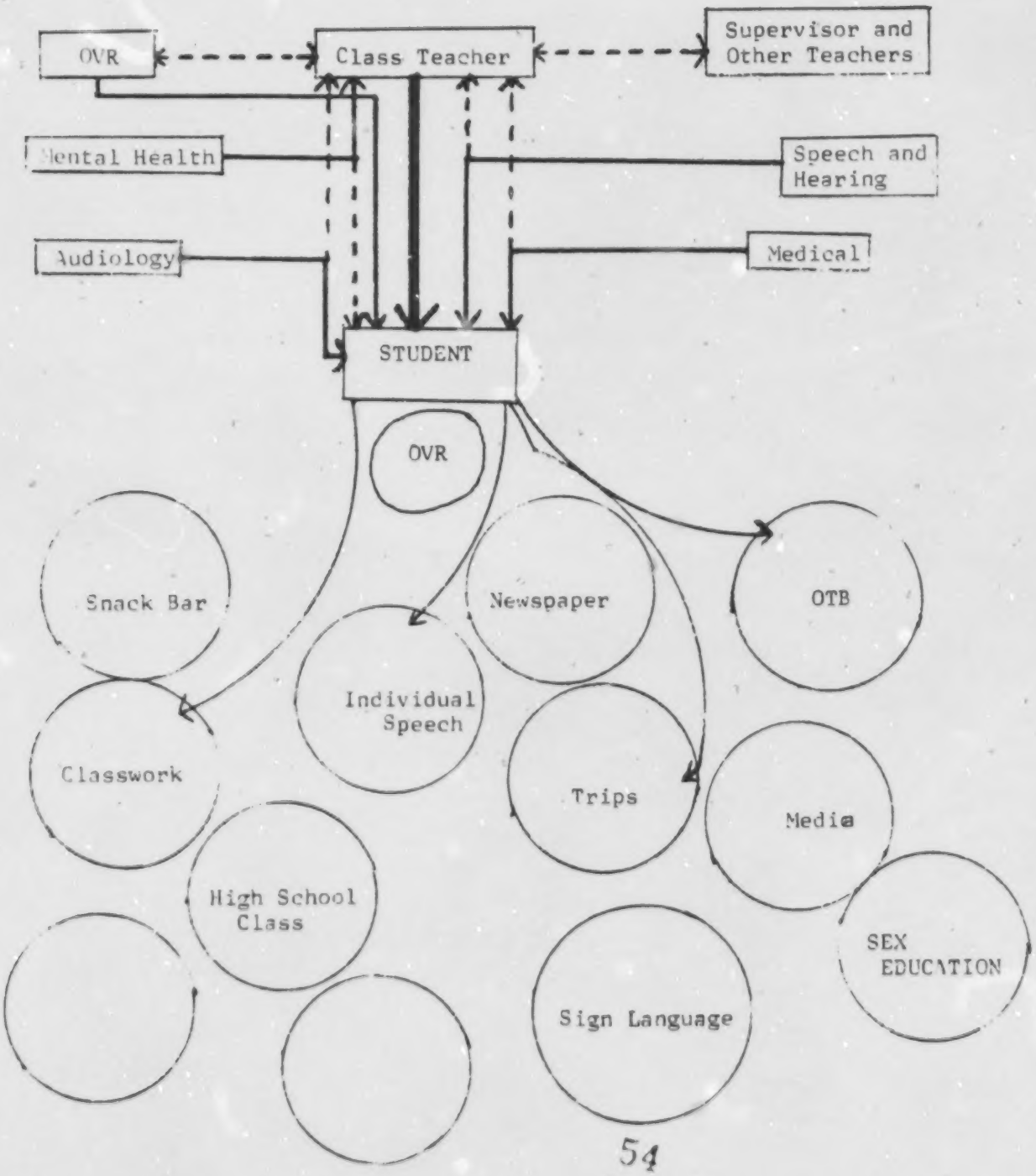


ALL CLASSES PARTICIPATE AND ARE INVOLVED IN:

- Clubs
- Sign Language (as needed)
- Counseling
- Family Contact
- Group Activities
- Independent Living and Job Curricula
- Field Trips

TABLE 2

STUDENT PROGRAM



SILC Department Meetings

Generally speaking there are four types of formal meetings which involve SILC teachers:

1) Scheduled 45 minutes/week meetings with supervisor
2) Unscheduled meetings with supervisor
3) Meetings with parents - as necessary
4) Afternoon update meetings, 2:30 - 3:05

Each Monday morning, the program supervisor distributes a schedule of his meetings with teachers, the agenda for the afternoon meetings and any other news or update. (See: Appendix) During the individual supervision meeting, the topics of discussion are: student progress, counseling issues, jobs available for students, scheduling prep periods (if and when possible), compensatory time when necessary, and programming for the students for the next five days. Compensatory time becomes necessary as a result of the erratic schedules required when travel training, job supervising or meeting with students who work 9-5. The program supervisor is available to teachers on an "as needed basis" in addition to the scheduled meetings. Meetings with parents (See: Parents) can be scheduled with or without the supervisor, and are held as often as necessary.

Each day, the students leave at 2:30 p.m. and the staff remains until 3:05 p.m. A minimum of 3 general staff meetings or "updates" are held each week in the department. Topics for these meetings include general program discussions and planning, as well as opportunities for staff in-servicing (e.g., counseling or language, etc.). Together with the other types of interaction, these staffings insure that all 20 faculty members become familiar with all 60 students, as well as maintaining the inter-class communication critical for effective working of this model.

Samples of the following administrative forms can be found in the Appendix: update agendas, I.E.P., student schedules, report card, parent permission forms, agency agreements. Note that these are constantly being updated in order to appropriately meet program needs.

DESCRIPTION OF STAFF ROLES

SUPERVISOR/COORDINATOR

Supervisor Role:

In any school program, a supervisor's task is a blend of administration, supervision and coordination. In the SILC program, the supervisory and coordinative aspects receive daily emphasis, while the administrative function, i.e., transportation, setting program goals and parameters, etc., are shared jointly with the teachers. The supervisor's role can be outlined as follows:

I. Administrative

a) Continual reassessments of program goals, with alterations being made as needed.
b) Continual reassessment of program parameters, including modifications as necessary.
c) Interviewing and selection of new staff.
d) Screening students at intake for admission into the program.
e) Responsibility for all forms, budgets and other items as required by the administration.

II. Supervisory

a) Supervision of curriculum and curriculum development.
b) Assisting the teacher in developing long and short range goals for each student.
c) Supervision of teachers in their work with individual students.
d) Planning and participation in the in-service training program.
e) Aiding teachers in solving unusually difficult discipline problems.
f) Aiding the teacher in working through any difficult counseling issues.

III. Coordinative

a) To plan and work with the administration on all matters pertaining to the SILC program.
b) To meet regularly with the educational director to discuss, plan and coordinate all relevant matters in the program.
c) To coordinate teachers' duties within the department.
d) To coordinate all activities pertaining to the program with the other departments within the school.
e) To plan and schedule parent meetings.

Although certain functions could be placed under an alternative heading, the above outline provides a convenient overview of the supervisor's role.

The majority of the administrative responsibilities are shared with the SILC teachers through individual and group meetings. At the weekly update meetings and case conferences, program goals and parameters are addressed in terms of individual student needs. For example, when a consensus was reached that students needed more experience in living on their own, SILC created an apartment living module. (This is still in development/implementation stages.) The staff is encouraged to give input into most administrative concerns; however, the final decisions always rest with the supervisor. Additionally, SILC utilizes an in-house advisory committee to aid with major or innovative changes. The committee meets on a bi-monthly basis and consists of various teachers and department heads along with the executive director of the school.

The supervisory aspect of the job is both the most demanding and most important part. In a program such as SILC, there is constant pressure on teachers to become involved in areas in which they may initially lack expertise, e.g., family problems, a variety of student jobs, medical problems, etc. When this happens, which it often does, the teachers need immediate and competent supervision. A new curriculum module may have to be developed, the goals may have to be revised or some particularly difficult aspect of counseling may have to be worked through. Needless to say, the supervisor must be prepared for and capable of handling this wide variety of concerns. In order to maintain the social and educational growth of the student, there must be consistent and frequent supervisory support for the teachers. At times, this may mean just a few words of encouragement. At other times, it may mean direct involvement in a parent counseling session. Overall, it means being totally involved in the program and being available at a moment's notice.

The coordinative aspects, while secondary to the supervisory, are still vital to the effective functioning of the SILC program. The task of coordinating the schedules of 20 teachers seems easy until one remembers that a number of teachers are out of the building at any given time, sometimes with only a few minutes notice. In addition, the activities of SILC which overlap with other sections of the school, e.g., lunch, gym, art, etc., must also be dependent on the schedules of other departments. Another aspect involves the coordination of program development between SILC and the secondary department in terms of intake, i.e., which of the two departments students should enter. Also, when an adolescent is seen at intake for whom there is no appropriate program, the two departments must determine which (if either) of the two should expand their services.

The SILC program is in a constant state of flux. This is its strength however, not its weakness. The role of the supervisor/coordinator is thus a crucial one. From direct involvement through supervision, to administrative policy making, the supervisor/coordinator must keep just the right amount of structure in an otherwise amorphous program. If it is constrained too greatly, it would not be able to meet the needs of the students; too loosely, and the program falls apart.

TEACHER'S ROLE

Description

The Teacher/Counselor (T/C) is accountable for the education and growth of the totel SH/HI adolescent. The assessment and placement of the student in the various components of the curriculum, as well as the choice of instructional approach, are the responsibility of the T/C. The instructional assistant, student's job placement and any volunteers are all monitored and assessed, by the T/C with modifications made as necessary.

Guidelines

1) Assign and schedule the instructional assistant (IA) on a weekly basis, making daily modifications as necessary. Give supervision and support as necessary.
2) Establish long range goals and objectives for students, (i.e., IEP) in conjunction with supervisor, parents, and IA.
3) Set up the weekly schedule for the six students assigned to the class. This includes: academics, jobs, independent living skills, etc.
4) Maintain communications with contact person at assigned SILC job site. Keep other teachers informed of progress of their students at that site.
5) Check with appropriate SILC teachers who are supervising your students at their assigned SILC job site.
6) Modify the program as necessary on a daily basis to meet the needs of the students.
7) Communicate and update program weekly with SILC supervisor at scheduled meetings. Keep supervisor informed of any daily problems or changes in the program.
8) Design and carry out individual programs for the students in assigned group. This includes counseling as defined in T/C model. (See: Teacher/Counselor Overview).
9) Attend to any behavioral or emotional problems when the need arises.
10) Contact parents as often as necessary (See: Parents) especially in the areas of:
    a) Individualized Education Plans (IEP)
    b) Beginning new curriculum areas
    c) Problems
11) Contact and use special service agencies as needed, e.g., OVR, FEGS, HR, UCP, etc.
12) Maintain ongoing contracts, evaluation and feedback for each student. (See: Curriculum)

INSTRUCTIONAL ASSISTANT

Description

The Instructional Assistant (IA) in SILC is generally a person with a B. A. or extensive exerpeince with adolescents. The IA is expected to share many of the teacher's responsibilities, and is involved in teaching, counseling, programming and scheduling.

Guidelines:

In conjunction with the teacher, the IA is expected to:

1) Establish long range goals and objectives for students (i. e. , IEP)
2) Set up the weekly schedule for the six students assigned to the class. This includes: academics, jobs, travel training, etc.
3) Maintain communications with contact person at assigned SILC job site. Keep other teachers informed of progress of their students at that site.
4) Keep the teacher informed of any problem in the daily programs or schedules, and suggest changes as necessary.
5) Design and carry out individual programs for students in assigned groups. This includes counseling as defined in T/C model. (See: Teacher/Counselor Overview).
6) Attend to any behavioral or emotional problems when the need arises.
7) Contact parents when requested to by the teacher.
8) Contact and use special service agencies as needed, e. g. , OVR, FEGS, HR, UCP, etc.
9) Maintain contracts, evaluation and feedback procedures in conjunction with teacher.

JOB DEVELOPER

Description

The job developer position is the newest addition to the SILC team and, therefore, is currently in developing stages. However, it has become clear that the role encompasses more than just securing jobs. An equal portion of time is spent in developing positive relations with the business community which will result not only in jobs for current needs, but more importantly, for the future.

Guidelines:

In general then, the job developer is seen as participating in a number of activities:

I. Developing part/full-time paid jobs for current students.

A. Large Corporations: formal approach
   a. make appropriate contact (affirmative action person, personnel, special programs person, etc.)
   b. initial meeting(s) to discuss program - may be referred to 3 or 4 different people within the same company. One of the first meetings could be at Lexington.
   c. may arrange for a formal chain of communication if student is finally placed.

B. Smaller business and factories - information approach
   a. do not set up formal appointments - walk in "cold" - this is the canvas approach
   b. may work through the want ads

II. Development of volunteer jobs for current students

A. Must be able to find appropriate volunteer jobs which will challenge the student in the development of skills and attitudes.

B. Must be aware of the possibility of or when a volunteer job becomes a paid job.

III. Long range development (Public Relations)

A. Inviting employers to Lexington individually or as part of a job fair.

B. Talking to business groups such as the "Kiwanis" Club.

C. Working with other agencies serving the deaf and other handicap groups to form a "job Bank"; and to develop insight on how they develop jobs.

IV. Seeking of grant monies to be used as salaries. To date "C. E. T. A." funds have been used channeled through various sources such as the Mayors Office for the Handicapped or Department of Education.

V. Act as a liaison with the O. V. R. counselor. Must be able to know when on the job training funds will be appropriated for a particular student.

VI. Relating information back to the staff.

A. Must feel a sense of responsibility to the students, employer and Lexington staff. On the one hand the job developer acts like an employment agent for the employer. He screens applicants for a specific job. On the other hand, the job developer acts as an advocate for the student and the program.

B. Assist teachers in learning about the labor market. This is done through both formal presentations at staff meetings and through individual conferences with teachers.

C. Understand the needs of the students as explained by the teachers.

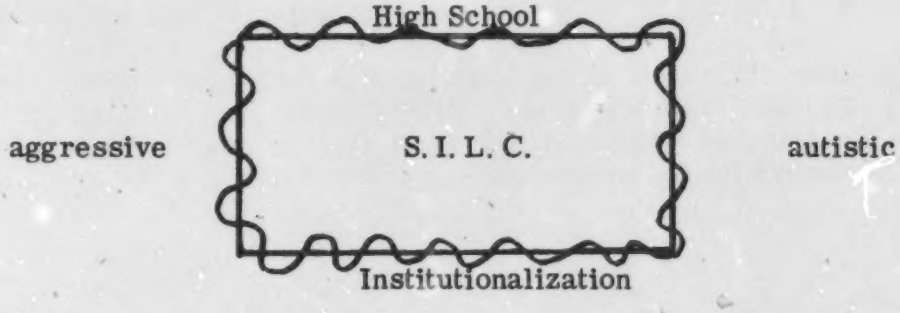
VII. Have the ability to use his time appropriately, wisely, and creatively to fulfill the above tasks. In so ding he must be directly responsible to the supervisor, and the job developer must arrange methods of accounting for the completion and evaluation of the above tasks.

SILC - ADMISSION AND INTAKE PROCEDURES

Each year as the SILC program has grown, the parameters, not only educationally but in terms of the types of students this approach is able to serve, have become more well defined. As with most new programs, SILC was initially the program for all students who did not fit into the academic secondary program - for whatever reason. As more students were referred, similar characteristics began to emerge, and simultaneously, the program's community based approach became more clearly formulated. Utilizing these factors, it was then possible to formalize the program dimensions in order to better identify students who could benefit from this type of an approach. Just as with any program, SILC is not the answer for all nonacademic students.

SILC does seem to be the program for students who fall within certain parameters (Table 1). What started out as a neat box, has become more of a wavy square with exceptions being made on all sides. As can

TABLE 1



be seen, the program is bordered by extremes of placement (i. e. high school and institutionalization) and extremes of behavior (i. e. aggressive and autistic). The SILC students fall somewhere in between. Ideally, it would be hoped that the SILC group would be in the middle of the square, but in viewing the program, students can be found scattered throughout, with clusters on each of the borders as well as within. The population also shifts from year to year as students enter and leave. A great deal is also dependent upon the availability of programs within each of the border categories which can likewise accommodate atypical deaf adolescents. Suffice it to say that SILC is a developing program which attempts to intake students who meet program criteria, and still be sensitive to the needs of all deaf adolescents entering the educational system.

Specifically, current intake procedures at Lexington call for the SILC and Secondary coordinators to administer achievement tests (Lexington Math and Elementary Form of MAT, along with language/speech tests. See: Lexington Intake). If there is an indication that the student does not have sufficient academic skills, the student is referred to the SILC coordinator for further evaluation. An informal assessment and rating (See Appendix) is done in order to glean further information as to the functioning level of the student. Using this information and that gained by other members of the Lexington Intake team (e.g., audiologist, psychologist, etc.), a determination is made as to the appropriateness of a SILC placement. If necessary, the student may be further evaluated by a SILC teacher who will have the prospective student participate in a portion of the day's activities. Major consideration is given to a student's age and previous educational experience at the time of Intake.

In general, current admission criteria for acceptance into the SILC program are based on:

1) Hearing loss
   NYS Ed. Dept regulation 80dB loss in the better ear

2) Age
   Students are between 14-19 years of age

3) Academic ability
   Student is judged unable to benefit from the Lexington High School academic program bassed on education and/or social assessments.

4) Ability to live and work independently
   Student will not need to primarily live in an institution as an adult and will be able to hold a job in the public or private sector

5) Ability to function in small groups
   In either classroom or job setting, student will be able to function in a small group

6) Ability to work independently
   Student should be able to perform at least routine tasks independently within the school building

7) Lack of one or more age appropriate independent living skills as compared to students in the Lexington High School academic program in the areas of:
   a) independent travel
   b) shopping
   c) cooking
   d) use of money

e) work/job
f) peer group relations

Future plans for SILC intake procedures include development of instruments that will not only accept or reject a student into the program, but also place that student on a particular level in the independent living and work skill areas. This will be possible as the curriculums in both of those areas are becoming better defined, with accompanying evaluation instruments.

PARENTS

Parents are an integral part of the SILC program from beginning to end. They must initially sign a contract agreeing to the curriculum. They then participate in planning and developing the IEPs and contribute information to teachers concerning their adolescents and home life. These are necessary for the successful operation of a program in independent living.

When attempting to change attitudes and encourage separation from parents, it is vital to have the parents committed to the same goals. The student must be given the freedom at home to travel, shop and take on domestic responsibilities. Additionally, parents must be helped to understand that their child, although handicapped, is capable of independent living and therefore will be leaving them. If this issue, "untying the apron strings" is not resolved, the student gets a very mixed message about growing up and leaving home.

The issue of separation is perhaps one of the most difficult and common problems faced by the SILC staff. It cuts across racial, economic and social lines, and plays a major part in the growth and development of the adolescent. If parents are not really willing and able to accept their child as an independent human being with desires, rights and responsibilities, their child will never learn to accept it either.

An equally difficult point for educators to accept is that the majority of a person's life is spent outside of school; and that the school can only aid in shaping this person. While there is no limit to the effort a dedicated and selfless staff can provide, there is a limit to how much the student will be able to benefit unless the other 18 hours of the day are taken into account. This is not an admonition to decrease efforts for the students, but rather a recommendation that part of our efforts be directed toward the parents. If the parents cannot accept their child's separation from them, they may well have a "child" for the rest of their lives.

The teacher/counselor model operates with parents as well as with students. T/Cs encourage parents to express their desires and fears about their children so that they can be dealt with out in the open. If this is not done, many hidden agendas can arise which will eventually disrupt the educational process. By encouraging parents to communicate problem issues, they can feel more a true part of the educational process; thus, their own social and cultural values will be transmitted to their children both at home and in school. This removes the aura of "separateness and establishment" from the school, and permits parents to feel that the school is a necessary extension of the home. In this way, the school helps parents to realize their child is growing up and that they must face the realities of that fact.

The SILC program encourages as much parental involvement as possible. Basically, there are three types of parental contact:

1) There are individual meetings with the students' teachers, the program coordinator and the student's parents. The purpose of these meetings is to discuss the program's goals and objectives for the individual student, and to formalize them on the Individualized Educational Plan (IEP). This insures that everyone working with the student has common goals, which promotes a more consistent learning experience.

2) Group meetings are held with parents so that they can share common concerns about their children and/or the program. One year, for example, a consensus was reached by parents and staff on the need for the addition of sex education into the curriculum.

3) The third type of contact involves an individual teacher and parent. In many cases, SILC teachers call parents to keep them informed of their teenager's progress, and to discuss any problems the student might be having which could be worked on at home. The goal is to create a total learning environment for the students so that they may maximize their potential.

An activity planned for the near future is a parents group, where ideas and feelings can be exchanged with other parents. Recent articles point out that the raising of a handicapped child often results in increased isolation of the parents from other family members and friends (Lichter, 1976). Especially crucial is giving parents an opportunity to meet and talk with other parents of SH/HI adolescents. This may help to ameliorate the feeling of social isolation as well as the "nobody knows but me" experience. This group would be on a voluntary level, but people signing up would be asked to make a commitment to participate on a regular basis. Development of better parent-school relations is an ongoing process. We have only begun to explore and understand how important and critical parental or care giver support is in meeting our educational objectives.

Reference

Lichter, P.: "Communication With Parents: It begins with Listening". Teaching Exceptional Children, Winter, 1976, pp 66-71.

ANCILLARY PERSONNEL

Audiological Services

I. Free Services

A. Audiological Assessment: comprehensive, periodic assessment for each child provided during class time.
   1. Auditory sensitivity
      a. Pure tone air and bone conduction thresholds measured by age-appropriate techniques
      b. Speech perception thresholds; graded speech intelligibility tests and discrimination testing in combined modalities; listening behavior measured through comfortable loudness and dynamic range.
   2. Assessment of Middle Ear Function:
      a. Impedance battery: tympanometry, acoustic reflex
      b. Reflex decay as indicated and static compliance.
   3. Evaluation of Amplification: Personal and group
      a. Real ear aided measurement in sound field
      b. Classroom amplification evaluated
      c. Behavioral observation by teachers and parents
      d. Electro acoustical analysis of personal and group aids and review of data by audiologist.

B. Habilitative Services: during and after class
   1. Ear molds: impression made by technician for group systems; all earmolds checked for acoustic seal, cleanliness, comfort, allergy; recommendations for new earmolds made and permission obtained from parents and/3rd party for payment for personal earmolds; appts. scheduled for impressions; earmolds ground down for comfort; cleaned in Ultra Sound Bath, dyed to match skin color.
   2. Hearing aids
      a. Biologic check in classroom or in audiology
      b. Minor repairs: change battery, tubing, engrave name of student; keep record of repairs; advise parent and teacher of repair needs; advise child care worker
      c. Loaner Hearing Aids: provide appropriate amplification of child's aid if defective.
      d. Monitor effectiveness of repaired hearing aid (audiologists review technical data provided by technician)
      e. Monitor effectiveness of amplification placed in classrooms. (after school); check functioning.
      f. Provide monitoring equipment such as battery testers and stato clips to teachers, child care workers, tutors, etc.
      g. Comparative evaluation of new hearing aids: Monaural and binaural measurements, parent orientation on use; acoustic analysis of new aids when received.

C. Records
1. Keep baseline data on individual charts for each student; provide teacher with classroom audiograms.
2. Prepare Individual Education Program for each student.
3. Act as liaison with agencies who service Lexington students after parental release.
4. Make appropriate referrals to Health Services, Child Care, Education and Mental Health.

D. Quality Assurance
Evaluate quality and effectiveness of audiology program through annual patient care audit.

E. Research and Development: conduct appropriate research after school and develop needed instrumentation during school.

F. Classroom Acoustics
1. Monitor classroom acoustics through measurement and periodic classroom visits.
2. Provide in-service seminars and filtered speech demonstrations instrumentation for teachers, parents, pupil personnel.
3. Supervise auditory training project (CASP) during school time.

G. Intake Evaluation
1. Parent or parent surrogate interview.
2. Audiological assessment and interdisciplinary conference.
3. Parent counseling re: audiology recommendations.

Note: The Audiology Department functions on a 12 month basis and many services are available to Lexington students after school year has terminated.

II. Non-Profit Fees for Service: during class time
A. Habilitative services
1. Ear molds: Arrange for technician to take impressions for personal earmolds during class time; payment is made by parents or third party reimbursement.
2. Batteries: Provide batteries for personal hearing aids and bill parents or ask parents to replace those loaned.

B. Speech - Language Clinical therapy - after school.

Mental Health Services

Any Lexington student or family of a Lexington student may request the assistance of a social worker or psychologist by approaching the Mental Health consultant for their department (i.e., pre-school, 5-day residence,

secondary, etc.). The consultant will speak with the student at length and subsequently, in the majority of cases, will see the family of the student. This meeting provides an opportunity for securing information and assisting the family in determining the further course of action. The Mental Health Department offers a full spectrum of diagnostic and evaluation and testing services, as well as individual, group or family psychotherapy and social services.

Therapeutic classes are available for children who need a more structured and nurturing environment than can be offered in the regular classroom. There is also an infant nursery program which provides services to infants and parents after an initial diagnosis of deafness. The nursery can help take the mystery and fear out of the follow-up to the diagnosis and assist parents in examining their feelings and concerns. The work of the nursery is also followed up in the preschool where there are therapeutic play groups for children with early adjustment problems.

In summary, the Mental Health Department works closely with the teachers and programs set up for students with social/emotional or familial problems. However, the staff is available to assist all teachers in a variety of ways in understanding the emotional component of child development.

Speech Program

Students from SILC are chosen for participation in the organized speech program of the school on the basis of two factors. They must be available on the school campus on a regularly scheduled basis and assessment must indicate potential for further speech development.

Appropriate and consistent amplification for each student is the cornerstone of the program, and residual hearing is exploited to its limits in the development of effective speech monitoring and speech reception skills. In speech training, multisensory cues are provided to supplement audition whenever necessary.

A dual speech program focuses on the growth of developmental skills with carryover to functional use. The first aspect of this speech program is developmental and deals with the fostering of each student's speech production skills. This program is conducted during regularly scheduled periods and on an individual basis. The tutoring is done by a SILC teacher with supervision provided by one of the speech supervisors. Each student's treatment plan is formulated on the basis of careful evaluation. Both speech production ability and usage are assessed. The Phonetic Level Speech Evaluation described by Daniel Ling in Speech and the Hearing Impaired Child: Theory and Practice, (Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1976), is administered. These results are compared with a measure of phonologic (spontaneously used) speech and goals are determined for the child on the basis of this information. The priorities follow the hierarchy of speech development outlined in the Ling book mentioned above.

The second aspect of the speech program focuses on maintenance and use of speech skills that have already been developed. The arena for this is a wide one including the classroom, hallways, cafeteria, volunteer jobs, field trips, etc., and varies for each student according to the level of speech accuracy to which he/she can reasonably be held. The thrust of this program is toward improved speech usage both in quality and quantity; production skill growth is often the first step along the way, but is never a goal in itself. The employment of speech skills in a communicative mode is paramount, and care is taken to provide opportunity and motivation for students to interact verbally if possible.

Vocational/Career Education Services

The Lexington School believes that career development is a long and complex process which depends upon a varied number of work related experiences. These experiences lead the student through a decision making process. Career decision making is a process, not an isolated event or a series of vocational testing activities. Rather, career choice involves a series of experiences and stages which contribute to the individual's occupational "choice."

The School has specified two parts to its program: school based and employer based. The school based part is basically an occupational guidance and skill acquisition program that is developed within the school's curriculum. It is a sequential approach to career education which will influence the curriculum developed for the handicapped.

The employer based part provides for the involvement of business and industry in the training of the handicapped. The main elements of this program include defining individual learning needs and then locating work situations to meet these needs. Business and industry in the local communities become involved in this program and provide economic and political strength (Clark, 1974).

The specific goal of the career education program is to meet the needs of its students in preparation for the "world of work." The specific objectives are as follows:

a) To develop social maturity and increase the social skills necessary to get and keep a job.
b) To develop personal and self-help skills that make the deaf student independent.
c) To develop communication and language skills necessary to be considered for, get and keep a job.
d) To develop comprehensive job and technical skills.
e) To develop cognitive and academic skills necessary for getting and keeping a job.

f) To develop a satisfactory level of personal functioning for getting and keeping a job.
g) To develop supportive services and directive guidance that enhance career development.
h) To develop job placements and work experiences that give deaf students practical experiences in the world of work.
i) To develop follow-up services to assist the deaf students in making a satisfactory adjustment to the job.

The Lexington program is divided into the following stages: (a) self-realization; (b) information; (c) experiential, and (d) practical. Each of these stages can be broadly described as follows:

a) Self-realization - the focus of this stage is on the individual and his identity. Continuing self-evaluation helps the individual student to identify strengths and weaknesses. The object of this stage is to assist individuals in assessirg their strengths and potentials in order to match them with the available career opportunities. Students are involved in influencing and planning their own future. The focus is on the individual and involves self-identification and group interactions. The group interaction, which is conducted within small groups of three to five students with a facilitator, tries to assist individuals in self assessment and projection of themselves into the future world of work. The facilitators, it should be noted, can be faculty, mental health personnel or other staff members with experience or training in career development and/or vocational counseling. The activities of the group are structured and the participants act as a resource to one another.

b) Information - this stage provides factual data about specific jobs. All students need information about the opportunities available to them in career development. Deaf students not only need general information about jobs, but they need specific information about different aspects such as the communication skills required by the job. What the problems are and/or issues that the deaf individual can expect to encounter in this position must be discussed and dealt with. Acquiring this information may present some difficulties for the staff in that the data may not be available through the "traditional" sources. It is imperative that the staff and the students be actively involved in gathering and discussing this information. This method of self discovery will also make the information more meaningful to the students and staff who will be utilizing it.

c) Experimental - in this stage, the concept of work and its function are directly related to the deaf individual. Students are asked to translate the information they have about themselves and the careers they looked into, their own life styles and modes of operation. It is during this stage of career development that the student has the

opportunity to assess work values, motivation, and self-satisfaction. Students are able to bring together the information and abstract ideas they have with a work experience. It permits the deaf student to test information, feelings, and behaviors in the world of work. The experience provided in this stage can take place within the classroom or within the school. Work experiences in school involve people, communication, specific skills and many activities that are similar to "outside" work experience.

d) Practical - this stage would offer the opportunity for "on-the-job training" for the deaf student. This provides a direct and concrete experience of functioning on a specific job. It allows students to view themselves as workers and put into action the things they have learned about jobs, work habits, social behavior and so on. Some students may perform much differently on the job than in the classroom. Observation of the student's performance will help give the staff a realistic perception of their vocational functioning. Practical experiences as a part of the career development process require an organized and systematic approach to work. It does not mean simply placing deaf students on the job and then checking periodically if they are functioning appropriately. The practical experience should provide a reliable and in-depth evaluation of how an individual will respond to the job, interact with peers and supervisors, meet work demands, and be able to perform the job satisfactorily.

The Lexington School career education curriculum has been developed utilizing a competency based approach. Traditionally, vocational training has been the culmination of an academically based curriculum. The content involved cognitive skills that were learned without any direct relationship to career development. A more process-oriented approach will be initiated. The content of the curriculum will be directly related to the world of work. The focus being on the individual student's learning style. It is a curriculum that emphasizes developing readiness and career skills, acquiring knowledge and obtaining specific competencies. The skills, or competencies, become what the student is striving to learn and the teacher striving to teach. The curriculum then becomes the vehicle through which the goal of skill development may be realized (Cole, 1972). A competency based curriculum will assist the student in acquiring competencies deemed essential to functioning adequately as a learner, producer, consumer and utilizer, but also provide a vehicle for evaluation (Parnell, 1973).

The vocational rehabilitation counselor (OVR) fits into this overall pattern together with Lexington's secondary faculty. OVR services are not, therefore, an "extra" or "outside" program. The Lexington School has been fortunate over the past decade to be affiliated with DVR officials who are willing to have vocational rehabilitative services become an intimate part of the Lexington School. This was accomplished in 1976/77 by having an

OVR counselor spend substantial time within the Lexington School setting. Beginning Fall, 1978, a full-time OVR counselor was assigned to the Lexington School on a special project.

An OVR counselor's placement on the Lexington campus permits a greater degree of efficiency for both Lexington faculty, students and parents. Travel time and missed appointments are problems of the past. Information is easily and quickly exchanged. Follow-up and multiple appointments can be made on successive days to facilitate a decision or a work placement. Trial work experience can be initiated on campus in various departments so that the OVR Counselor can personally observe situations where questions have been raised by Lexington faculty. Face to face discussions frequently take place between the OVR counselor and the school faculty. Students who report negative or positive work reactions can be assured of quick and straight convergence to the OVR counselor. In all, there are hundreds of occasions throughout the school year when the OVR counselor's presence on the Lexington School campus has improved the career education program and also produced effective and efficient OVR services.

Health Services

All students at the Lexington School for the Deaf are provided with the medical care necessary to support healthy growth and development. The School provides a broad range of pediatric and specialty medical services with its own and visiting staff, in association with the Developmental Disabilities Section of the Department of Pediatrics of Roosevelt Hospital in New York.

The total well-being of every Lexington student has top priority. Each student is carefully examined and reviewed annually by the entire health team. The role of the student's family also is important, and consultations are regularly held with parents and siblings.

The Lexington health team includes: Nurses, Pediatricians, Ophthalmologist, Otolaryngologist, Dentist, Dental Health Educator, and Genetic Counselors.

Other medical specialists, including a pediatric neurologist, cardiologist, pediatric surgeon and orthopedic surgeon, are available for consultation.

The health team professionals are extremely well-qualified and have extensive experience in working with speech and hearing handicapped children. Qualifications include board certifications, graduate degrees and other designations, including affiliations with teaching hospitals and colleges.

The facilities at the Lexington School include a completely equipped health clinic. The following required examinations are provided on site annually: Complete pediatric and neurological examination, E.N.T. (ear-nose-throat) examination, vision tests and ophthalmological examination, and dental examination. When indicated, treatment includes prescriptions for glasses, dental reconstructions and other services.

Treatment services are also available through the Health Services on a daily basis for emergencies and acute illnesses or injuries. Health advice and nutritional guidance are also provided.

Health services are provided in coordination with the student's private physician or health facility. All services are without fee.

Students may visit the health services during any regular hours or make arrangements for special appointments. Questions from students, families or private health sources are always welcome.

Health Services constitutes one component in the total range of services available to students and families at the Lexington School for the Deaf. All health services are provided in coordination with medical and other professionals and various departments at the Lexington School.

INTAKE PROCESS

1. What is the purpose of Intake procedures at Lexington?

   The variety of tests, discussions and observations which take place during the Intake appointment provide information which:

   a. Assists the state in determining whether the student meets its requirements for appointment to a state supported school.

   b. Assists the school in making decisions regarding accepting or rejecting the pupil and for proper class placement if accepted; guides teachers and other staff members in expectancies for entry behaviors and psycho-social levels; and assesses health needs.

   c. Gives parents some understanding of the philosophy and functioning of the Lexington School; provides an opportunity for parents to meet some of the school personnel and major areas of the building; and gives them an orientation to the educational process.

2. What kinds of information does the school need in order to accomplish the above purposes ?

   The state and school must have:

   a. Objective information which results from audiological, psychological and educational standardized tests;

   b. Information pertaining to educational and health/medical history;

   c. Background information regarding family relationships, levels of expectancy in the home, social relationships, emotional levels, interest and special abilities, etc.

   Specific information required:

   a. By the State
      Audiological assessment (Hearing level: 80dB loss in better ear)
      Psychological assessment
      Achievement tests (usually Metropolitan)
      Medical history and examination
      Parent signatures

   b. Additional requests from Lexington
      Observation by Educational Director
      Observation by Education departmental supervisor
      Communication (Oral) assessment/Linguistic assessment
      Math assessment
      Mental Health assessment

3. How is an Intake appointment scheduled?

   For all applicants above Infant Center, approval from the state must precede screening and interview of potential candidates for admission at Lexington. Once the school has received permission (usually via a copy of the letter sent to the parent) an appointment is made at Lexington for the first available Tuesday or Thursday. A maximum of two candidates can be seen on any one Intake day. Parents should be prepared to go out for lunch, since testing usually runs into the afternoon. A parent sponsor is contacted for each applicant.

4. What happens on Intake Day?

   While needs vary according to age levels and departments, there are some basic procedures common to all. The Intake Coordinator meets with all parents and coordinates the schedules, discusses the school and procedures with the parent, and conducts the certain educational tests and observations with the pupil.

   Minimal testing of the pupil consists of audiological pure tone tests, achievement tests and psychological tests. Depending upon the age of the child and the particular circumstances involved, further testing is usually conducted. (Most secondary candidates are scheduled for 2-day intakes to allow for more complete achievement testing).

5. How are decisions made regarding admitting or rejecting an applicant?

   Reports are submitted by each staff member who has been involved in Intake. These reports are circulated to the appropriate educational personnel for specific recommendations regarding placement. The Executive Director then makes the final decision on the basis of the above. A letter summarizing the school's findings and reporting the decision is then sent to the parent. The process usually takes upwards of two weeks.

APPENDICES

Excerpts from the Discrepancy Evaluation Model (D.E.M.)

Taken from: The Newsletter of the Evaluation Training Consortium
The Evaluation Center, Western Michigan University
Kalamazoo, MI

The Evaluation Training Consortium (ETC), a project funded by the Division of Personnel Preparation of the Bureau of Education for the Handicapped (BEH). provides training in the use of the Discrepancy Evaluation Model (DEM) for program evaluation. The goal of the project is to upgrade the self-evaluation capabilities of special education-related personnel preparation programs through a series of training workshops and follow-up technical assistance activities.

The Evaluation Training Consoritum offers two kinds of workshops and is developing a third. The Type I Workshop features evaluation planning procedures. The Type II Workshop deals with measurement and instrumentation problems. The Type III Workshop which is under development will center around data use in program decision-making. Each type of workshop offers guided practicum experience for applying the DEM to the participants' own projects.

Each project attending a workshop is eligible for technical services which include: commentary on evaluation plans, assistance with instrument development, consultation on data collection and analysis. This technical assistance is delivered through the four resource consortium sites listed below.

Evaluation Training Consortium
Robert O. Brinkerhoff, Director

ETC Sites

Dr. Jackson Barnette, ETC Regional Site Director, 164 Rugby Road
University of Virginia, Charlottesville, VA 22903
States:
Georgia, South Carolina, Puerto Rico, Virgin Islands, District of Columbia, Florida, Delaware, Pennsylvania, Maryland, Virginia, New Jersey, West Virginia, Tennessee, Kentucky, North Carolina.

804 924 7163

Dr. Dave Templeman, ETC Regional Site Director, Teaching Research,
Monmouth, OR 97361
States;
Oregon, California, Hawaii, Wyoming, Utah, South Dakota, North Dakota, Washington, Montana, Alaska, Nevada, Indiana, Trust Territories and Guam.

503 838 1220

Dr. Henry Pepe, ETC Regional Site Director, University of New Mexico,
Albuquerque, NM 87106
States;
New Mexico, Oklahoma, Louisiana, Mississippi, Colorado, Iowa, Texas, Alabama, Kansas, Missouri, Arkansas.

505 277 5018

Dr. Robert O. Brinkerhoff, ETC Director,
Dr. Charles Plummer, Site Director,
Western Michigan University, Kalamazoo, MI 49008
States;
Michigan, Vermont, Maine, Indiana, New Hampshire, New York, Ohio, Massachusettes, Connecticut, Rhode Island, Visconsin, Minnesota, Illinois.

616 383 8167

SAMPLE
(Written and distributed on each Monday by SILC superv.

WEEKLY UPDATE

WELCOME BACK - - - - - - - 11/10/78

Big week in S.I.L.C.

This is the week that tries to answer the question:
Will Marta ever learn to travel by herself

STAFF MEETINGS:

Tuesday 2:30-3:05
Wednesday 2:30 - 3:05
Thursday 2:30 - 3:05
Friday Individual Prep

ACTIVITIES:

Monday: Visitor from up-state New York inquiring as to what makes the program work?

Tuesday: Bernice, would your class put out "special invitations" for the party on Friday.

Wednesday: I will be out of the building from 9:30-11:30. See Tony.

Thursday: Apple picking Day!

SUPERVISION TIMES:

Mon.	Tues.	Wed.	Thurs.	Fri.
8:45 Allison & Bob	9:15 Tony & Marge	10:00 Trudy & Bob	1:00 Randi & Connie	12:30 Paula & Judy
10:00 Barb & Lou	11:00 Bob & Essie	11:00 Bern, Elysa & Steve	2:00 Gary	1:30 Barb & Ted

NOTES: New volunteer beginning this week. Check with me if you need assistance on Fridays.

Lunch duty assignments remain the same as last week.

Name : _____

SCHEDULE SHEET

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I					
II					
III					
IV					
V	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
VI					

80

81

LEXINGTON SCHOOL FOR THE DEAF

S.I.L.C. DEPARTMENT

1979-80

Student's Name _____

Teacher _____

Teacher _____

Supervisor _____

JOB PLACEMENTS

VOLUNTEER IN LEXINGTON	VOLUNTEER OUT OF LEXINGTON	NON-COMPETITIVE PAID PART-TIME	COMPETITIVE PAID PART-TIME	COMPETITIVE FAID FULL TIME

O.V.R.

EVALUATION

TRAINING

AREA	GRADES 1	GRADES 2
I. INDEPENDENT LIVING SKILLS		
1. CLOTHING - Purchase, Use and Care		
2. COOKING		
3. FOOD SHOPPING		
4. HEALTH CARE		
5. SEX EDUCATION		
6. MONEY MANAGEMENT		
7. TRAVEL TRAINING		
8. SPEECH/LANGUAGE		
9.		
10.		
II. WORK RELATED SKILLS		
1. ADAPTIVE BEHAVIORS		
2. INDEPENDENT WORK SKILLS		
3. JOB FINDING SKILLS		
4. PERSONAL WELFARE		
5. RESPONSIBLE BEHAVIORS		
6. WORK ETHICS		
7. WORK RELATED SOCIAL SKILLS		
8.		
9.		

TEACHER COMMENTS

GRADE KEY:
VERY GOOD.....ALWAYS
GOOD.....MOST OF THE TIME
FAIR.....SOMETIMES
POOR.....NEVER

DAYS ABSENT_____

DAYS LATE_____

PARENTS COMMENTS

SIGNATURE_____

THE LEXINGTON SCHOOL FOR THE DEAF
30th Avenue & 75th Street
Jackson Heights, N. Y. 11370

DATE _____

THE INDIVIDUALIZED EDUCATIONAL PLAN

of _____ D.O.B. _____

DEPARTMENT _____ LEVEL _____

Interpreter needed? ☐ Yes ☐ No

_____
Type of Interpreter

* * * * * * * * * * * * * * * * * * *

Teacher/Advisor _____

Other Teachers _____ _____

_____ _____

_____ _____

_____ _____

Educational Supervisor _____

Child Care Worker _____

Child Care Supervisor _____

* * * * * * * * * * * * * * * * * * *

RECORD OF PARENT CONTACTS

_____ _____
Contact Person Date

Remarks:

_____
Date

_____
Parent Signature

TESTING DATE

_____
Name

Last Date Of:		Projected Date For:
_____	Pediatric Examination	_____
_____	Ear, Nose, Throat Examination	_____
_____	Ophthalmological Examination	_____
_____	Dental Screening	_____
_____	Audiological Examination	_____
_____	Educational Achievement Test	_____
_____	Psychological Examination	_____

* * * * * * * * * * * * *

NEW YORK STATE

BASIC COMPETENCY TEST (9th-12th Grade Students only)

Reading _____ Social Studies _____
Mathematic _____ Science _____
Written _____

Last Class Placement: School _____ Department _____ Level _____

* * * * * * * * * * * * *

NEEDED SERVICES

(Audiological, Medical, Mental Health, Guidance, Transportation, Residential Programs, OVR Other)

SILC INDEPENDENT LIVING SKILLS PLAN

NAME _____

DATE _____

AREA	CURRENT LEVEL	ANNUAL GOALS AND SHORT TERM OBJECTIVES	OBJECTIVES COMPLETED 1979-80	TOTAL END OF YEAR MASTERY
I. CLOTHING	/32			/32
II. COOKINC	/49			/49
III. FOOD SHOPPING	/49			/49
IV. HEALTH AND SEX EDUCATION	/61			/61
V. MONEY MANAGEMENT	/51			/51
VI. TRAVEL TRAINING	/49			/49
VII. SPEECH & LANGUAGE				

SILC - WORK RELATED SKILLS PLAN

NAME _____

DATE _____

AREA	CURRENT LEVEL	ANNUAL GOALS AND SHORT TERM OBJECTIVES	GOALS COMPLETED 1979-80	TOTAL END OF YEAR MASTERY
1. ADAPTIVE BEHAVIORS				
2. INDEPENDENT WORK SKILLS				
3. JOB FINDING SKILLS				
4. PERSONAL WELFARE				
5. RESPONSIBLE BEHAVIORS				
6. WORK ETHICS				
7. WORK RELATED SOCIAL SKILLS				

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Secondary Individualized Learning Center
LEXINGTON SCHOOL FOR THE DEAF
Jackson Heights, New York
899-8800 Ext. 266

PARENT CONSENT FORM

I give my permission for my child _____

1.) To travel from school to a designated place and return for job experience.

2.) To walk to and from the shopping center.

Additional Information

_____

_____

_____

_____

_____
Signature of Parent or Guardian

Date _____

Secondary Individualized Learning Center
LEXINGTON SCHOOL FOR THE DEAF
Jackson Heights, N.Y.
899-8800 Ext. 266

EMPLOYER/SCHOOL AGREEMENT

_____
DATE

_____ will work at _____
(STUDENT) (WORK/STUDY PLACEMENT)

ON THE FOLLOWING DAYS AND TIMES:

DAYS	TIMES
_____	_____
_____	_____
_____	_____
_____	_____

The above named student will be jointly supervised by the Lexington School for the Deaf personnel and _____
(NAME OF PLACEMENT SUPERVISOR)
of _____.
(AGENCY)

_____
(LEXINGTON PERSONNEL)

_____
(PLACEMENT SUPERVISOR)

_____
(date)

STUDENT CONTRACT
(SILC)

I, _____ will work at

_____ on _____.
(agency) (days of the week)

I will work from _____ to _____.
(starting) (ending)

I will go to work everyday that I am scheduled. I will try to be on time. I will cooperate with _____
(teacher)

who will be my supervisor.

_____
(student)

JOB ORDER

NAME: _____ DATE OF BIRTH: _____

CHECK LEVEL:

VOLUNTEER IN LEXINGTON _____ NON-COMPETITIVE PAID PART-TIME _____
VOLUNTEER OUT OF LEXINGTON _____ COMPETITIVE PAID PART-TIME _____
COMPETITIVE PAID FULL TIME _____

PAST PLACEMENTS: (please indicate successfully completed or otherwise)

SCHEDULE: (check areas not available for work)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-12:00					
12:00- 5:00					

AVAILABLE FOR: NIGHT WORK ☐ WEEKENDS ☐

AREA OF JOB INTEREST AND ABILITY:

TRAVEL LEVEL AND LIMITATIONS:

COMMENTS:

SILC - INTAKE/SCREENING

NAME: _____ DATE: _____

AGE: _____

INTERVIEWED BY:
T. Whalen _____
B. Nower _____
Mental Health _____
Other _____

Previous Education: Appropriate _____
Inappropriate _____
Questionable _____

I. INTERVIEW - (Oral/Signed/Gestured, etc.)

A. What is your name? _____

B. How old are you?(or When were you born?) _____

C. Where do you live? _____

D. Where did you go to school before? _____

E. Do you like school? _____

F. Do you know why you're here?

G. Do you want to come to Lexington? Why?

H. Do you travel by yourself? (Shopping, to school, etc.)

I. What did you do last Saturday? Tell me about it.

J. What is your favorite T.V. program?

K. Do you have any money in your pocket? How much?

Primary mode of communication:
oral _____
oral/gesture _____
oral/manual _____
manual _____
gesture _____

Other:

WORK SHEET

DATE _____

Name: _____

Address: _____

_____

Phone: _____

Birthday: _____

Family:

Name: _____ _____ _____ _____ _____

Age: _____ _____ _____ _____ _____

Birthdays: _____ _____ _____ _____ _____

IV.

7 + 6 = ____	9 + 8 = ____	42 + 30 = ____	98 + 45 = ____	106 + 28 = ____
17 − 4 = ____	35 − 29 = ____	104 − 68 = ____		
4 x 3 = ____	337 x 26 = ____	$4\overline{)20}$ = ____	$5\overline{)25}$ = ____	

II. WRITTEN (See attached sheet-Worksheet)

III. MONEY

A. How much are the following ? (Show actual coin to student.)

quarter _____

dime _____

quarter plus dime _____

2 quarters plus dime plus 3 pennies _____

B. Fast change recognition. Hide 3 quarters under your hand and give student the instruction to tell you how much is there when you life it. Do the same for 88 cents (3 quarters, 1 dime and 3 pennies). Specify student's response.

75¢ - _____

88¢ - _____

IV. ERECTOR SET

Give the stud che erector set with the set of pictures explaining that he/she must put it together using the pictures. Observe the following:

A. How long did it take? _____

B. Did the student ask any questions concerning instructions, etc. ?

C. Strategy the student used with the pictures to put the thing together. Specify.

D. Comment on the manual dexterity of the student.

E. Comment on the frustration/tolerance level.

F. Was the piece correctly assembled?

V. PARENTS

1. Do they verify the students age, family history, etc. Specify.

2. Is the student able to travel by him/herself? How do you feel about that?

3. How do you feel about the student working, cooking at home, etc.

4. Describe for me your family activities last Saturday.

5.. What would you like to see your child be able to do in the future?

INTERVIEWER'S EVALUATION

Name: _____

Interviewer: _____

Date: _____

3 - Appropriate
2 - Minimal
1 - Inappropriate
0 - None

I. INTERVIEW

a. Ability to respond appropriately to questions. _____

b. Self-Expression (e.g. manual/oral) _____

c. Self-awareness (e.g. knows birthday, etc.) _____

d. Details to questions _____

e. Accuracy of statements made _____

f. Interest level/rapport with interviewer _____

g. Appearance (e.g. typical teenager) _____

h. Competency in communication system. _____

II. WRITTEN

a. Understanding of assignment. _____

b. Skill/ability in writing. _____

c. Accuracy of written work. _____

d. Willingness/ability at guessing. _____

e. Ability to stay on task. _____

III. MATH and MONEY

	MATH	MONEY
a. Ability	_____	_____
b. Accuracy	_____	_____
c. Ease at doing it	_____	_____
d. Strategy	_____	_____

IV. ERECTOR SET

a. Understanding of assignment. _____

b. Ability to stay on task. _____

c. Developed a working strategy. _____

d. Ability to finish task. _____

INDEPENDENT LIVING SKILLS CHECKLIST

NAME: _____

SCHOOL YEAR:	CURRENT	FALL	SPRING
I. CLOTHING			
1. Understanding basic money concepts.			
2. Familiarity names of colors and fabrics.			
3. Knowledge of basic clothing items.			
4. Understand personal wardrobe needs.			
5. Understand proper care of garments.			
6. Familiar where to buy specific items of clothing.			
7. Knowledge of travel to stores.			
8. Familiarity department store.			
9. Knowledge of refund/exchange process.			
10. Understanding bargain shopping.			
11. Understand budget barriers.			
II. COOKING			
1. Knowledge of meal categories.			
2. Knowledge of <u>what</u> equipment is used for cooking.			
3. Understanding <u>use</u> of equipment.			
4. Knowledge of cooking terms.			
5. Understanding cooking temperatures.			
6. Understanding of cooking measurements.			
7. Understanding use and types of seasonings.			
8. Understanding following recipe..			
9. Knowledge of preparing and serving food.			
10. Understanding of preparing for individual needs.			
11. Understanding of how to set the table.			
12. Understanding of clean-up and storage.			

* - Prioritized areas NA - Not applicable

✓ - Completed

INDEPENDENT LIVING SKILLS

	CURRENT	FALL	SPRING
13. Understanding of frozen foods.			
14. Knowledge of menu planning.			
III. FOOD SHOPPING			
1. Familiarity neighborhood stores.			
2. Understanding money concepts for food.			
3. Understanding food types and labels.			
4. Familiarity physical layout of a supermarket.			
5. Understand daily food purchasing needs.			
6. Understand select foods: size and brands.			
7. Understanding of preparing a shopping list.			
8. Understand"smart shopping" practices.			
9. Knowledge of food tax.			
10. Knowledge of storing and preserving food.			
11. Understand budgeting for larger food activities.			
12. Understand planning for nutrition.			
13. Understanding of restaurant ordering.			
IV. HEALTH EDUCATION			
1. Knowledge of human body.			
2. Understanding of nutrition.			
3. Understanding exercise & physical fitness.			
4. Basic hygiene understanding.			
5. Knowledge of common illnesses.			
6. Awareness of death.			

	CURRENT	FALL	SPRING
7. Medical and dental knowledge.			
8. Knowledge of drugs and alcohol.			
9. Knowledge of venereal disease.			
10. Knowledge of hearing aid care.			
11. Awareness of environmental dangers.			
12. Awareness of feelings and emotions.			
V. MONEY MANAGEMENT			
1. Knowledge of coins and paper money.			
2. Understanding how money is paid out.			
3. Understand wise shopping.			
4. Understand concepts of saving money.			
5. Understand checking procedures.			
6. Knowledge of good budgeting.			
7. Understanding sales and income tax.			
8. Understand basic financing.			
9. Knowledge of insurance.			
VI. SEX EDUCATION			
1. Knowledge of growth and development.			
2. Understand types of relationships.			
3. Understand sexual attitudes.			
4. Knowledge of mechanics of sex.			
5. Understand methods of contraception.			
6. Understand masturbation.			

	CURRENT	FALL	SPRING
7. Knowledge of conception.			
8. Knowledge of age appropriate sexual behavior.			
VII. TRAVEL TRAINING			
1. Knowledge various types of transportation.			
2. Understand basic directions.			
3. Understand basic street skills.			
4. Awareness of appropriate transportation behavior.			
5. Demonstrated use of bus.			
6. Demonstrated use of subway.			
7. Familiarity layout of the school.			
8. Familiarity layout community around school.			
9. Familiar layout "home" community.			
10. Familiarity with driver's education.			

WORK SKILLS CURRICULUM

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
I. ADAPTIVE BEHAVIOR			
Level 1			
1. Demonstrates appropriate behavior in new or unwanted situation.			
Level 2			
2. Able to control or direct possible disruptive behavior.			
3. Able to work in a group if necessary.			
4. Able to accept failure situations.			
5. Able to continue work while being observed.			
6. Will accept rules and regulations.			
7. Able to perform task under stressful situations.			
8. Will be willing to perform "unlikeable" task.			
Level 3			
9. Able to maintain on task behavior.			
10. Able to transfer previously learned skills to new task.			
11. Will carry academic skills into work setting.			
12. Will be willing to make compromises to get his final goal.			
13. Will be willing to try new task if requested.			
Level 4			
14. Able to accept change of task.			
15. Able to work within given time limit.			
16. Able to work up to given quota.			
17. Will continue level of productivity with change in routine.			
II. INDEPENDENT WORK SKILLS			
Level 1			
1. Understand travel instructions within work place.			
Level 2			
2. Able to conceptualize task involving series of steps.			
3. Demonstrates acceptable frustration tolerance.			

WORK SKILLS CURRICULUM

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
Level 3			
4. Self initiating with his work.			
5. Able to work continuously with minimum supervision.			
6. Able to retain instructions.			
7. Not easily influenced.			
Level 4			
8. Able to keep occupied when work is completed.			
9. Able to take initiative in doing more than required.			
10. Able to initiate contact with supervisor appropriately.			
11. Able to follow instructions: written, verbal, demonstration.			
12. Able to concentrate (free from distractibility).			
13. Able to seek help if confused.			
14. Improves quality of performance with experience.			
15. Able to keep up pace with other employees if necessary.			
Level 5			
16. Able to rectify mistakes.			
17. Has stamina for full work day: physical, behavioral.			
III. JOB FINDING SKILLS			
Level 3			
1. Understands "ups and downs" of job hunting.			
Level 4			
2. Able to have appropriate responses and questions in interview.			
3. Able to act appropriately in interview.			
Level 5			
4. Able to fill out applications.			
5. Have knowledge of where to look for job availabilities.			
6. Be aware of different types of jobs available.			
7. Be able to cope with employment changes as a way of life.			

WORK SKILLS CURRICULUM

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
8. Be able to accept refusal - turn down.			
9. Be able to share responsibility of job finding skills.			
10. Be able to determine one's vocational likes and dislikes.			
11. Understands appropriate steps to finding a job.			
IV. PERSONAL WELFARE			
Level 2			
1. Demonstrates appropriate behavior assiciated with strangers, inquiries and crowds.			
Level 3			
2. Understands responsibility of lending and borrowing money.			
3. Able to handle peer disturbances or friends visits.			
Level 4			
4. Able to understand and check salary.			
5. Able to self-defend against authority who takes advantage of time and money.			
Level 5			
6. Able to question employer concerning salary.			
7. Understands union and company benefits.			
8. Understands difference between overtime pay and regular.			
V. RESPONSIBLE BEHAVIORS			
Level 2			
1. Able to follow company and safety rules and regulations.			
2. Handles property and equipment carefully.			
Level 3			
3. On time at beginning of work and after breaks.			
4. Calls or gets in touch with employer early on day of absence.			
5. Understands absent days or lateness reflected in pay.			
6. Understands principle of not stealing time.			
7. Organizes work materials.			

WORK SKILLS CURRICULUM

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
8. Takes responsibility for own action.			
9. Has "regular" attendance.			
Level 4			
10. Able to budget earnings wisely - ie enough $ for travel.			
VI. WORK ETHICS			
Level 3			
1. Understands the need for work/job.			
2. Understands how much work one must perform to earn salary			
3. Understands concept of $/hr.			
4. Has a sense of self-pride in working.			
5. Has a desire to get and hold a job.			
6. Has proper attitude toward work considering his deafness.			
7. Accepts and understands employer authority.			
Level 4			
8. Willingness to "produce" his own work.			
9. Has realistic picture of demands of work setting.			
10. Concerned about quality of work.			
11. Able to make transition from school to work.			
12. Understands that work is priority over social functions.			
13. Accepts and understands employer/employee relations.			
14. Has a confidence in his work performance.			
Level 5			
15. Able to work full work day.			
VII. WORK RELATED SOCIAL SKILLS			
Level 2			
1. Has appropriate grooming and hygiene for work setting.			

WORK SKILLS CURRICULUM

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
Level 3			
2. Able to communicate appropriately with supervisor.			
3. Interacts cooperatively with co-workers in work setting.			
4. Interacts cooperatively with authority in work setting.			
5. Responds appropriately to praise given by authority.			
6. Responds appropriately to criticism given by authority.			
7. Shows appropriate "on the job" attitude.			
8. Maintains even disposition and temper.			
Level 4			
9. Interacts appropriately with authority in other areas.			
10. Able to offer opinions and accept consequences.			
11. Demonstrates appropriate employer/employee relations.			